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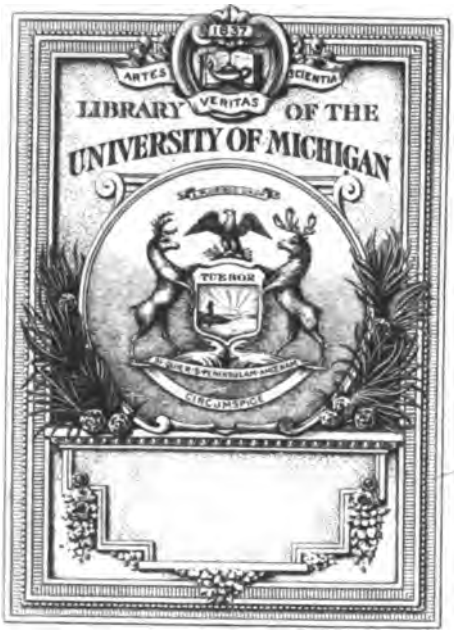
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SIXTY-EIGHTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

OF THE

STATE OF MICHIGAN

WITH

ACCOMPANYING DOCUMENTS

FOR

THE YEAR 1904.

BY AUTHORITY

LANSING, MICHIGAN
WYNKOOP HALLENBECK CRAWFORD CO., STATE PRINTERS
1905

LETTER OF TRANSMITTAL.

STATE OF MICHIGAN,
DEPARTMENT OF PUBLIC INSTRUCTION,
Lansing, December 31, 1904.

To His Excellency, AARON T. BLISS,
Governor of the State of Michigan:

SIR—In compliance with the provisions of law, I have the honor herewith to transmit through you to the Legislature, the annual report of the Superintendent of Public Instruction, together with the accompanying documents for the year 1904.

Very respectfully,
Your obedient servant,

Delos Fall

Superintendent of Public Instruction.

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STATE OF MICHIGAN,

DEPARTMENT OF PUBLIC INSTRUCTION.

DELOS FALL,	State Superintendent.
WALTER H. FRENCH,	Deputy Superintendent.
A. HAMLIN SMITH,	Chief Clerk.
NORA B. SHARPSTEEN,	Statistican.
MARY S. ANDREWS,	Assistant Statistican.
ZELLA M. HARVEY,	Editor.
ETTA H. GARDINE,	Stenographer.
NETTIE GARDNER,	Assistant Stenographer.
J. FRANK LINN,	Shipping Clerk.
JOHN G. BOHNETT,	Janitor and Messenger.

STATE BOARD OF EDUCATION.

LUTHER L. WRIGHT,	President.
PATRICK H. KELLEY,	Vice President.
JAMES H. THOMPSON,	Treasurer.
DELOS FALL,	Secretary.

SUPERINTENDENTS OF PUBLIC INSTRUCTION.

APPOINTED.

JOHN D. PIERCE,	1836–1841
FRANKLIN SAWYER, JR.,	1841–1843
OLIVER C. COMSTOCK,	1843–1845
IRA MAYHEW,	1845–1849
FRANCIS W. SHEARMAN,	1849–1851

ELECTED.

FRANCIS W. SHEARMAN,	1851–1855
IRA MAYHEW,	1855–1859
JOHN M. GREGORY,	1859–1865
ORAMEL HOSFORD,	1865–1873
DANIEL B. BRIGGS,	1873–1877
HORACE S. TARBELL,	1877–1878
CORNELIUS A. GOWER,	1878–1881
VARNUM B. COCHRAN,	1881–1883
HERSCHEL R. GASS,	1883–1885
THEODORE NELSON,	1885–1887
JOSEPH ESTABROOK,	1887–1891
FERRIS S. FITCH	1891–1893
HENRY R. PATTENGILL,	1893–1897
JASON E. HAMMOND,	1897–1901
DELOS FALL,	1901–1904

DEPUTY SUPERINTENDENTS OF PUBLIC INSTRUCTION.

CORTLAND B. STEBBINS,	1859–1878
WILLIAM L. SMITH,	1878–1883
DAVID PARSONS,	1883–1885
WILLIAM L. SMITH,	1885 ——
W. F. CLARKE,*	1885–1891
HUGH BROWN,	1891–1893
JASON E. HAMMOND,	1893–1897
DANIEL E. McCLURE,	1897–1901
WALTER H. FRENCH,	1901–1904

*In place of W. L. Smith, resigned.

SUPERINTENDENT'S REPORT.

This is the sixty-eighth annual report of the Superintendent of Public Instruction and the fourth of the present administration. Its preparation will naturally involve a review of the work of the past four years, as well as the work accomplished since the last report.

The opening paragraphs of the 1901 report, the first of the present series, contained a quotation from the report of the Committee of Twelve which gave their characterization of the man who stands in the responsible position of the Superintendent of a great State, as follows:

"His influence must reach in all directions. He must be an inspiring and stimulating guide to the teacher; he must create public opinion and interest in popular education, going among the people in the spirit of Horace Mann and instructing them in the cause of public education; and finally, he must be a politician to the extent of being able to secure proper legislative enactments and appropriations."

To what extent that definition has been exemplified in the work of the past four years the charitable judgment of all those who are intelligently interested in the welfare of schools will make answer.

As to the method and spirit by which the present Superintendent has sought to do his work it may be proper to quote the confession made by Horace Mann in his final report when he says that "when he first assumed the duties of the secretaryship two courses lay open before him. One was to treat the school system of the state as though it were perfect; to praise teachers for a skill they had no chance of acquiring and did not possess; to applaud towns for a munificence they had not shown; in a word, to lull with flattery a community that was already sleeping. The other course was to advocate an energetic and comprehensive system of education; to seek for improvements at home and abroad; to expose justly but kindly the incompetence of teachers; to inform and stimulate school committees in respect to their duties; to call for money adequate to the work to be done. He said the one course would have been for a time ignobly popular; the other was iminently perilous." Dr. Hinsdale in his biography of the great educational leader, commenting on the statement quoted above, says: "Horace Mann saw all this but he did not hesitate. Duty left him no option; the only way to end prosperously was to begin righteously. The story of his experience is disheartening in parts; but taken together it is a mighty stimulant to all teachers and school officers to do their duty."

What has actually been accomplished during the past year may be learned by reference to the pages which follow. It includes the establishment and successful operation of eight county normal training classes and the completion of arrangements with twelve other boards of education and county boards of supervisors for the maximum number which under the law is permitted to be established in any two years, so that at the beginning of the year 1904-05 there are twenty normal training classes in full operation. These classes will next June send out into the rural schools from 200 to 225 teachers who have had one year of training for their work.

Those who graduated from the county training classes last summer and have entered the work of teaching have already demonstrated the value of these training classes and the value of training for teachers in rural schools. In some of the counties, because of the excellent work that has been done by these graduates, the enrollment of the classes for the current year has been doubled. The work of the past year has been directed especially to the improvement of the rural schools and to the improvement in the qualifications of our teachers.

The idea of the centralization of schools has taken root and such schools are already established in several places in the State. A large number of meetings have been held with taxpayers to discuss the subject of centralization. One hundred four teachers' institutes have been held, at which, in the aggregate, ten thousand teachers have attended. The Superintendent and his helpers have attended many of the Farmers' Institutes, on the program of which the school question has found a place. Very great interest has been taken in the suits now pending in the courts by which it is sought to secure the far-reaching effects of the provision of Article XIV of the Constitution by which the specific taxes are turned into the treasury of the school districts of the State. Many counties now receive more money from the State from specific taxes and interest on the primary school fund than they are required to pay to the State and this fact immediately lessens the burden of taxation upon all the people and at the same time makes generous provision for the public schools. As a result of the successful termination of the suits now pending the State will receive over one million dollars annually in addition to that which has already been paid by the corporations subject to specific taxes.

The work of the institutes during the past year has been facilitated by the use of an Institute Outline prepared and furnished to all the teachers. This outline is along new lines of institute work and is considered one of the best publications of its kind. A bulletin in regard to school census in the cities has been prepared. This gives an explanation of the law in regard to the taking of school census and certain rules governing the method of taking the census in cities. Heretofore many inaccuracies have been found in the work of the school census because of the lack of systematic work on the part of those who are entrusted with this important report. It is expected that the census of 1904 will be the most nearly accurate of any that has been taken in recent years, and the returns already received give clear indications of this result.

COMPARISON OF STATISTICS.

Reference to the statistical tables of the Department report of 1903 show that for the year 1903 Michigan had a school population of 744,603, an increase over the previous year of 6,421. Of this school population 423,440 were in graded school districts, and 321,163 were in ungraded or rural school districts. Of the increase 6,309 belonged to such graded school districts, leaving an increase in ungraded school districts of 112. The total enrollment in the graded schools was 293,611, and in the ungraded schools 220,582, a total of 514,193, or sixty-nine per cent of the school population. The reports of the superintendents of the graded schools in the cities show an average attendance of ninety-three per cent; of the superintendents of the graded schools in incorporated villages an average attendance of eighty-nine per cent, making an average in such schools of more than ninety per cent. The reports from the ungraded schools show an average attendance of sixty-six per cent. This difference between the attendance in the graded schools of the cities and incorporated villages and in the rural schools shows that the value of consecutive and continued attendance needs to be emphasized in the rural communities.

The enrollment in the State of but sixty-nine per cent of the total number on the census lists is sometimes thought to be small. If, however, one considers that pupils in the high school usually graduate under eighteen years of age, and very many under seventeen years, and also that most pupils who complete the course in the rural schools are under sixteen years of age, it is seen that fifteen per cent, at least, of the school population are beyond the common schools. This leaves but eighty-five per cent of the census list to attend school, and sixty-nine per cent of a possible eighty-five per cent, or over eighty-one per cent actually enrolled, is certainly a satisfactory showing.

The number of teachers employed in the graded schools was 7,269, an increase of 281, and in the ungraded schools was 9,375, an increase of 131. The total wages paid to teachers was $5,308,720.29, an increase over previous year of $310,961.10. Of this amount $725,450.44 was paid to men teachers in graded schools, a decrease from previous year of $12,195.66; and $2,804,962.66 to women teachers in graded schools, an increase over previous year of $153,568.54; while $420,784.79 was paid to men teachers in ungraded schools, an increase over previous year of $43,598.66; and $1,357,522.40 to women teachers in ungraded schools, an increase of $125,989.56.

The average monthly wages for men in graded schools was $80.24, a decrease over previous year of $4.52; the average monthly wages for women teachers in graded schools was $46.43, an increase of forty-nine cents. The average monthly wages for men in ungraded schools was $35.33, an increase of $5.88; the average monthly wages for women in ungraded schools was $28.73, an increase of $1.74.

The report shows also that $96,882.81 was paid by non-residents for tuition, an increase over previous year of $4,090.70.

The average number of months of school in graded schools was 9.4; in ungraded schools 8.2.

The receipts for school purposes were: Primary school interest fund

$1,924,961.01; one mill tax $1,010,899.43; district tax $5,218,380.54; non-resident tuition $96,882.81; library moneys $165,600.68; loans $840,352.55; from all other sources $454,570.09; which with cash on hand at beginning of year, $2,116,320.24, amounted to $11,827,967.35 available funds for support of schools. Of this amount $8,777,252.37 was expended, which is $11.78 per capita for the total school population of the State and $17.07 per pupil enrolled.

This, however, represents but a part of the munificent contribution which the people of this State make for education. To it should be added the money expended for the support of institutions for higher and special education. This for the fiscal year ending June 30, 1903, was as follows:

University of Michigan:	
(a) Paid from State funds	$559,835 03
(b) Paid from other sources—tuition, productive funds, etc.	294,737 02
Michigan State Normal College:	
(a) Paid from State funds	127,637 28
(b) Paid from other sources	14,347 43
Central Michigan Normal School:	
(a) Paid from State funds	62,000 00
(b) Paid from other sources	5,700 00
Northern State Normal School:	
(a) Paid from State funds	27,630 00
(b) Paid from other sources	3,967 25
Michigan Agricultural College:	
(a) Paid from State funds	100,000 00
(b) Paid from other sources	121,666 85
Michigan College of Mines:	
(a) Paid from State funds	58,598 00
(b) Paid from other sources	29,277 00
School for the Blind:	
(a) Paid from State funds	30,700 00
(b) Paid from other sources	1,511 43
School for the Deaf:	
(a) Paid from State funds	95,405 18
(b) Paid from other sources	6,848 88
Industrial School for Boys:	
(a) Paid from State funds	76,750 00
(b) Paid from other sources	5,558 53
Industrial School for Girls:	
(a) Paid from State funds	58,750 00
(b) Paid from other sources	12,067 70
State Public School:	
(a) Paid from State funds	32,500 00
(b) Paid from other sources	31,403 21
Total	$1,756,890 79

The above expenditures for the educational institutions added to $8,777,252.37, the expenditures for public schools, gives a total of

$10,534,143.16 spent for educational purposes in Michigan during the year ending June 30, 1903.

In addition to the above expenditure of public funds, there was an expenditure by the denominational colleges of $181,267.75, and by other incorporated institutions reporting to this Department of $661,670.16, making a grand total of $11,377,081.07 as shown by reports to this Department paid for education during the year.

To this should be added the immense sums expended for unincorporated parochial schools, private schools, private tutoring, additional cost for traveling, clothing, board, time lost by those capable of earning wages, the total of which would indicate the sum that the people of this State willingly pay as an annual contribution to the cause of education.

From special reports made during the same year by superintendents of the graded schools in the cities and villages we find the following facts with reference to cost of teaching per capita per month in the grades below the high school:

1. In cities having population of 10,000 or more:	
(a) Based upon enrollment	$1 51
(b) Based upon average attendance	1 90
2. In cities having population of 4,000 to 10,000:	
(a) Based upon enrollment	1 42
(b) Based upon average attendance	1 77
3. In cities having population of 2,000 to 4,000:	
(a) Based upon enrollment	95
(b) Based upon average attendance	1 20
4. In villages having population of 2,000 to 4,000:	
(a) Based upon enrollment	1 05
(b) Based upon average attendance	1 30
5. In villages having population of 1,200 to 2,000:	
(a) Based upon enrollment	1 01
(b) Based upon average attendance	1 25
6. In villages having population of 500 to 1,200:	
(a) Based upon enrollment	99
(b) Based upon average attendance	1 24

For the purpose of comparing this cost of instruction in graded schools with the cost of instruction in the smaller rural schools of the State, one hundred districts were selected from thirty-seven counties in the southern peninsula, namely: Allegan, Antrim, Barry, Bay, Berrien, Branch, Calhoun, Cass, Clinton, Eaton, Genesee, Grand Traverse, Gratiot, Hillsdale, Huron, Ingham, Ionia, Isabella, Jackson, Kalamazoo, Kent, Lapeer, Lenawee, Livingston, Macomb, Mecosta, Monroe, Montcalm, Muskegon, Newaygo, Oakland, Oceana, Osceola, Shiawassee, Van Buren, Washtenaw, Wayne. The condition observed in making selections was to select such districts as reported about twenty-five children in census list and had not less than eight months of school. From the reports of township boards of school inspectors we find the following with reference to the one hundred districts selected:

1.	No. pupils in census list	2110
2.	Total enrollment	1518
3.	Average number in each district	21
4.	Average enrollment	15
5.	Average attendance	10
6.	Total number months of school	830
7.	Average number months of school	8.3
8.	Wages paid	$21,024 19
9.	Average wages per district	210 24
10.	Average wages per month	25 33
11.	Average cost per pupil per month, based upon enrollment	1 69
12.	Average cost per pupil per month, based upon average attendance	2 53

From the above mentioned special reports of superintendents of schools in the incorporated villages, we find also that over six per cent of the pupils enrolled below the high school completed the eighth grade. From the reports of the county school commissioners of the State for the same year we find that only a trifle over one and one-half per cent of the pupils enrolled were granted diplomas from the eighth grade. The above facts lead to the indisputable conclusion:

1. That the cost per capita for teaching the common branches in the smaller rural schools is greater than in the city and village schools.

2. That not one-third as large a proportion of the pupils in rural schools complete the eighth grade, or, in other words, get a common school education, as in the incorporated village schools.

These facts bear out the statement repeatedly made by this Department that it costs more in the small rural schools to get a pupil through the common branches than in the village and city schools. This is not to be interpreted as saying that the villages and cities pay out less for schools, but that the pupils finishing the common branches in the rural schools cost more per capita than those in the city or village schools.

Several remedies are at hand for correcting these educational conditions:

First,—Public sentiment should be aroused to the necessity of better teachers and the enforcement of the compulsory school law.

Second,—Schools having less than twenty-five pupils on the census list should be consolidated with adjoining districts.

EXECUTIVE WORK OF DEPARTMENT.

The present administration of this office has sought to emphasize the rural school question and at the same time in no way to neglect other schools. The State Superintendent has given much time to visitation of schools, visitation of institutes and educational institutions of the State, but more especially has he sought to go among the people to confer and advise with them concerning the best interests of their schools and to suggest methods of improvement.

In the executive work of the Department a careful endeavor has been made to improve and expedite the business of the office and it may not be out of place to enumerate some specific things that have been done during the past four years that may be classed as purely executive work, for the purpose of assisting county commissioners and examiners in the performance of their duties and to assist school officers in the various reports they are required to make.

One of the important changes in the matter of the work of examining boards has been the abolition of the custom of copying standings upon the certificates of teachers. The blank forms for all classes of certificates now in use authorize the holders thereof to teach in the several schools of the State for the period specified in the law but give no standings. So far as we can learn, this plan works to the entire satisfaction of examining boards and teachers. **Teachers' Certificates.**

The preparation of teachers' examination questions is an exceedingly difficult problem. The Department has sought to make the questions clear and practical and as far as possible to test the applicant's scholarship in the several subjects included in the examination. In addition to the subjects already required for all grades of certificates a set of questions has been included on the "State Manual and Course of Study." The purpose of this is to require the teachers to be thoroughly familiar with this most important subject. For the examinations in reading specified classics have been selected and announced in advance for study. The purpose of this is to supply conditions which would permit more intensive study of a fewer number of masterpieces instead of discursive study of a larger field, and thus improve the teachers' knowledge of literature and her ability to really study and afterward to teach reading. **Subjects for Examinations.**

Rules governing the commissioner of schools in the collection of institute fees have been published and forwarded to each commissioner and city board of education. The rules governing teachers' examinations and the granting of certificates have been revised to meet present conditions, as far as possible.

The Legislature of 1903 passed a law permitting the establishment of county normal training classes, and as the State Superintendent is a member of each county normal board the Department prepared a suggestive course of study and general rules and regulations governing these training classes, the same to be submitted to the several county normal boards for adoption. **Regulations for Training Classes.**

As the certificates granted from the county normal training classes may be transferred from one county to another it is highly necessary that the course of study and the rules and regulations for their government should be uniform throughout the State. This course of study and the general rules and regulations were published in the annual report for 1903.

It was found that more explicit rules and regulations were necessary for the proper management of the day schools for the deaf than had been formulated at the opening of this administration. The Department therefore has prepared in bulletin form such rules as were deemed best for the management of these schools for the present. As has been said in another place, the statute permitting the creation of these schools is very deficient in many particulars and it was to correct some of these deficiencies and assist in the successful conduct of the schools that this bulletin was prepared.

Day Schools for Deaf

The correspondence of the Department with the several school officers and school patrons of the State is very large and in order that ready reference may be had to this correspondence at any time a complete system of indexing letters by the card system has been installed. A system of filing receipts and vouchers from day schools for the deaf, county normal training classes, and county commissioners of schools has been installed, and these plans have aided materially in the management of the work of the office.

Correspondence.

HELPS FOR EXAMINING BOARDS.

In order to systematize the work of the county commissioner and to assist in executing the provisions of law the Department has prepared and furnished to the commissioners a register for recording State certificates, college and university certificates, and all certificates granted by other authority than the examining board. A register for recording the results of county examinations and another for recording the visits and the statistical information of the schools by the commissioner have been furnished to each commissioner.

Blank forms for teachers' certificates have been prepared for the following classes of certificates:

(a) Renewal of second grade certificate.
(b) Transfer of second grade certificate.
(c) Kindergarten certificate.
(d) Music teacher's certificate.
(e) Drawing teacher's certificate.
(f) County normal training class certificate.
(g) College life certificate.

Special institute fee receipt blanks have been prepared and furnished to the secretaries of all city boards of education.

BLANK FORMS.

In order to facilitate the work of the office a large number of blank forms are needed. It is not necessary here to enumerate all of these, but I will mention some of the new blank forms that have been prepared.

(a) A statement of the apportionment of the primary school interest fund, with coupons attached to be filled out and sent to each school director. These blanks are copied from the statement of the apportionment made to county clerks and sent directly to the several township clerks of the State.

(b) Eight blank forms required in giving permission for the establishment of county training classes and for their reports to this Department.

(c) A blank form on which the commissioner makes a report to the county clerk of the visits made during the quarter.

(d) A blank form for making application for the issue of a college life certificate.

(e) A blank form for application for indorsement for this State of certificates and normal school diplomas granted in other states.

(f) A blank form for making the apportionment of library moneys.

(g) Besides these, the following general circulars have been issued for the benefit of school boards and examining boards:

(1) Amendments to School Laws.
(2) Supreme Court decisions.
(3) A list of supplies forwarded to county commissioners of schools.

PUBLICATIONS.

Under the statute the State Superintendent is authorized to publish from time to time such pamphlets and bulletins on educational matters as he may deem necessary to further the work of general education in the State. Under this provision of law the Department has prepared and distributed during the past four years the following pamphlets and bulletins:

(a) State Teachers' Institute Outline. One edition has been sent out each year,—eighty-five pages.

(b) List of Books for School Libraries,—sixty pages.

(c) The revision of the State Manual and Course of Study,—one hundred forty-eight pages.

(d) Arbor Day Program.

(e) Pioneer Day Program.

(f) A Study of School Savings Banks.

(g) School Grounds and School Architecture.

(h) Manual Training in the Rural Schools.

(i) Temperance and Restriction of Communicable Diseases.

(j) A Study of the School Problem of Michigan.

(k) A Study of the Centralized Schools of Ohio.

(l) Means and Methods of Consolidating School Districts Under Present Laws.

(m) County Normal Training Classes in Michigan.

(n) Rules and suggestions for taking of school census in cities.

(o) Rules governing the examination of teachers for city school districts.

All these pamphlets and bulletins have been sent to the several county commissioners of schools for general distribution and have been

sent to many individuals on request. Any of these publications will be sent to any one requesting them as long as the edition lasts.

The schools of Michigan do not suffer for lack of support but in many instances they do suffer from lack of appreciation of their possibilities. These bulletins and pamphlets have been published and distributed for the purpose of rousing public sentiment to the necessity of providing better school facilities and for the awakening of a proper school sentiment among our people. We must constantly realize the fact that such things as were good enough last year are not good enough to supply the needs of this year; that each year brings new demands upon our people in all lines of enterprise, and while we are making great strides in scientific and economic problems we must not forget that the educational problem is constantly before us and needs the undivided and earnest attention of all our people.

SUMMARY ON RURAL SCHOOLS.

In the annual reports of this Department for the years 1901, 1902, 1903, the question of the improvement of our rural schools was discussed at considerable length. I desire at this time to summarize briefly the chief points of the discussions from these reports and to add thereto a statement of conditions for the year 1904.

In the report of 1901 a statement was made in regard to the working of the rural high school and its advantages. The idea was emphasized that the rural high school should be distinct from a city high school, that is, the course of study and character of instruction should not be identical; that the rural high school should be such as would meet the needs of the young people of our rural communities and supply the demand for advanced instruction. An investigation of the actual condition of the rural schools of this State was made and the results of that investigation published, which showed that over one thousand districts in the State had an average attendance of a little more than eight pupils and the cost per pupil per year of ten months in these schools was $41.60. It was further shown in this report that it is unnecessary to have so many small schools, that fewer and better schools are needed, and in order to show how this might be accomplished Hon. A. E. Palmer and the Superintendent visited the communities in Ohio where the centralized school was in operation and gave in detail a report of the conditions there found. This report was published in pamphlet form and has been supplied to all the communities of the State and to all individuals who have desired to read the same.

Report for 1901.

Ohio Centralization.

The report of 1901 gave a full discussion of the use of the "State Manual and Course of Study" in our rural schools and presented the matter of the supply and training of rural school teachers. Since that time the legislature has passed a law providing for the county normal training class which we believe will be a large factor in solving our school problems.

In the report for the year 1902 the subjects of the consolidation of rural schools and manual training in the rural schools were presented, also, as the legislature had passed a law permitting the transportation of pupils to and from school, a clear statement was made of the proper procedure for school districts in the consideration of the subject of consolidation. This report calls attention to the fact that the rural school question had been thoroughly discussed in the meetings of the State and local granges and in the farmers' clubs, and that while a great difference of opinion existed among the people they all agreed on one point, that the rural school could not be made too valuable and that its success rests upon the people of the various school districts of the State who have it in their power to select and arrange a course of study and to unite their districts if they desire so to do. Report for 1902.

The report of 1903 contained the discussion of the centralized rural school and showed that where centralization is accomplished the rural high school will inevitably come with it. It will be admitted by all people that the children of the rural districts are entitled to as good an education as the children in the villages or cities. It will also be admitted that it is an injustice to require the advanced pupils who live in rural communities, if they desire to secure the benefits of the higher branches, to go away from home and pay tuition in city and village high schools in order to secure this privilege. This report pointed out the benefits to be derived from the consolidation of two or more districts, and the establishment of a school of two or three departments in the place of a single rural school. The report also gave an explicit statement of the operation of the first consolidated district in Michigan, the same being the district including the village of Grand Blanc. It also pointed out that the rural school of the future must be the social center of the community and that in it the fundamental branches of education must be emphasized; that reading and writing are the two fundamental things to be learned, and that the other branches of education are based upon them. Statements from school districts and from individuals in Ohio and other states where the consolidated school is in operation were given showing that the system is there successful and is meeting the expectations of the people who have started the movement. Report for 1903.

It was pointed out that a library is one of the most important adjuncts to any school and that in the centralized school a library may be maintained which shall be for the use of all the people of the community as well as of the school. Under the present provision in the Constitution it is possible for a township board to give permission for the use of library funds for general school purposes, and reports to this office show that this has been practiced very largely through the State to the very great detriment of our rural schools. This provision of the Constitution should be changed so that all penal fines collected for violation of law in townships, counties, and cities must be used for library purposes only. Such a change would prevent a careless township board from interfering with this most important means of assistance in the education of our children. School Libraries.

As a last word on the subject of our rural schools I give below the

statements made by the officers of the school districts that have taken advantage of the law permitting the transportation of pupils. These are the examples of consolidated schools now in operation in Michigan.

CENTRALIZED SCHOOLS IN MICHIGAN.

Since September 17, 1903, the date on which the law permitting the transportation of pupils became operative, the school patrons of various parts of the State have been supplied with literature explaining the operation of the law, and giving illustrations of the consolidated schools in other states. In Genesee county two communities have entered upon the work of consolidating the districts, one of the districts beginning the work this year and the other last year. The latter, at Grand Blanc, Genesee county, was mentioned in the annual report of 1903 and the statistics for that year given in full. In Kalamazoo county the people in Richland and Comstock townships have this fall united three districts into one. We give the reports from these consolidated districts in order that the people may know exactly what has been accomplished up to date in this State and be able to judge somewhat of the value of the change.

GRAND BLANC, GENESEE COUNTY.

The consolidated district as reported last year included the village of Grand Blanc and the Cook district. To this has been added the Porter district, and the following table gives the statistics of the entire consolidated district as compared with the Porter district, the last one to be added:

Consolidated district this year (1904-5).

Valuation	$483,150 00
Primary money (based on last year)	419 40
Library money (based on last year)	22 25
Tuition	75 00
Money coming in from outside district	516 65
Salaries, teachers	1,350 00
Janitor and insurance	50 00
Fuel	150 00
Incidentals	60 00
Transportation, 2 hacks	500 00
Total expense	2,135 00
Total expense less $516.65	1,618 35
Number months school	10
Tax on $1.00 for ten months	00335
Tax on $4,000 for ten months' school	13 40

Porter district, 1903-4.

Valuation	$64,680 00
Primary money (based on last year)	41 50
Library money	
Tuition	
Money coming in from outside district	41 50
Salaries, teachers	180 00

Janitor and insurance	$1 00
Fuel	20 00
Incidentals	1 00
Transportation, 2 hacks	
Total expense	202 00
Total expense less $41.50	160 50
Number months school	6
Tax on $1.00 for six months	00248
Tax on $4,000 for six months' school	9 92
Tax on $4,000 for ten months' school	16 53

The hacks start for school about fifteen minutes to eight and arrive at 8:45. They start for home at 3:45 and the children are at home by 5:00 p. m. There have been no cases of tardiness and very few absences. Other special advantages are better classification of pupils, better teachers, more time for recitations, more enthusiasm for school work, and better health.

The foregoing statement gives in a clear manner the exact conditions in a single district and in the consolidated district this year, and reports from the people indicate the general satisfaction which they feel with this new movement.

RICHLAND, KALAMAZOO COUNTY.

The second instance of the consolidation of school districts is found in Kalamazoo county, and through the kindness of Commissioner J. W. Hazard we give a full statement of the consolidation and the present method of conducting that school which shows the interest of the people and the determination with which they are proceeding. When people are thus interested there is no question as to the success of any project.

"The consolidated district recently organized in Kalamazoo county will be known as district No. 12 fr., Richland, and was formed by uniting districts Nos. 9 and 10, Richland, and district No. 8, Comstock. The new district contains a little more than 7½ sections of land and has a valuation of $173,000. The present school census is 40 and the enrollment the third week of school 30. Combined enrollment in these districts last year was 21. District No. 10, Richland, did not open school last year. Consolidated Districts.

The schoolhouse in district No. 9, Richland, was moved to a pleasant central site and placed upon a cement foundation with cement steps and platform in front. There is to be a basement and furnace. Sheds are to be built to accommodate eight or ten horses. At present the patrons alternately bring the pupils of the different neighborhoods to school. When the sheds are completed the pupils living farthest from the school will drive. The district is not providing transportation this year.

The school starts this year with a fund of $280, and is well equipped with maps, charts, apparatus, etc. The school property in original districts has not yet been disposed of.

The State Manual and Course of Study is used through the first eight grades. A commercial or business course is provided for advanced pupils in addition to the usual ninth grade subjects. The plan is to do thorough and complete work through nine grades. At present only one teacher is employed, Mr. Arthur Stannard of Galesburg. He is a com-

petent and experienced teacher and is very enthusiastic in his efforts to make this a model rural school. Mr. Stannard gets $45 per month for nine months. The commissioner visited the school recently and found the interest good and the prospects for a successful year excellent."

From the foregoing statement it will be seen that where three teachers were formerly employed one is now employed and that the matter of transportation will be very easily taken care of. From the reports of the board of education it appears that the present teacher is receiving about the same salary as was paid to two teachers in the two districts last year, but now the three districts have a good school during the entire year where formerly one had none at all and the other two part of the year. Instead of heating and caring for three schoolhouses there is now but one house to care for. It is probable that the expense will be no more at least than for the three schools formerly existing and the results secured must certainly be much better.

THE COUNTY NORMAL TRAINING CLASSES.

Under the law permitting the establishment of county normal training classes, eight counties voted favorably upon the proposition and schools were opened in October, 1903, at the following places: Standish, Mancelona, St. Johns, Charlevoix, Kalkaska, Ithaca, Cadillac and Pontiac.

During the year 1903-04, ninety-seven young people attended these schools and eighty-six graduated from the one-year course in June, 1904, and have gone out to teach in the rural schools of their counties. The reports from the several county commissioners of schools of these counties state emphatically that these young people are manifesting the true teaching spirit and exhibit marked ability and skill in the schoolroom. So far as we can learn, all the patrons and school officers where these schools have been established are highly in favor of their continuance and believe thoroughly in the great advantage that will result to the rural schools.

Graduates.

The average age of the graduates for the past year is twenty years. The minimum age at which certificates to teach may be granted is eighteen years. Thus we see that these young people go into the schools as teachers with a clear and definite knowledge of what their work is to be and with added experience that their maturity in age gives them. In Arenac county, for instance, where about thirty teachers are employed in the rural schools, nine of them, as a result of the existence of a training class for but one year, have had special training and preparation for their work.

At the opening of the school year in September, 1904, twenty counties had acted favorably upon the proposition and there are at present twenty county normal training classes in operation. There are about 300 young people in attendance at these schools and excellent reports come to the Department in regard to the character of the work done

and interest manifested by the students. It would appear that we are entering upon a new era for the rural schools in this State.

The Department has advocated centralization and consolidation of schools as one means of securing better results in the education of the youth in our rural districts, and we still insist that in certain parts of the State small districts must be consolidated into larger ones before adequate educational advantages will be given to the children who reside therein. The two things most needed in our rural schools today is, first, trained teachers, and second, centralization of small districts so that in every school district in the State we shall be able to maintain at least nine months of school. We believe that so far as the training of teachers for rural schools is concerned that the legislature has made wise provision by which this result may be speedily secured and we look forward to the time in the near future when equal educational advantages shall be provided for all children in the State.

Needs of our Schools.

DAY SCHOOLS FOR THE DEAF.

In our last annual report the general rules and regulations governing day schools for the deaf were given calling special attention to the qualifications of teachers, the manner of their employment, and character of the pupils. During the year 1904 permission was given to the school districts of Jackson, Kalamazoo, and Ironwood to establish day schools for the deaf. There are now ten of these schools located at Bay City, Calumet, Detroit, Grand Rapids, Ironwood, Jackson, Kalamazoo, Menominee, Muskegon, Saginaw. In these ten schools during the past year the average number of pupils enrolled was 108. The total cost of maintenance, paid by the State, was $14,327.62. The per capita cost then to the State for their support was $130.72. This is a very high per capita rate as compared with the rate of maintaining the regular public schools. The pupils in the several schools vary in number from thirty-nine in Detroit to three in Kalamazoo.

The reports to this Department show a variety in the methods of conducting these schools and in the course of study prescribed. In all but three cases the superintendents report that the regular course prescribed for the public schools is followed as nearly as is practicable. These three report an indefinite course of study. The length of the course varies from seven to fourteen years. The average number of grades of instruction is nine as the work is at present being done.

Course of Study.

The law provides that if it is found that pupils are unable to pursue the course of study they shall be dropped from the school after a fair trial. Under this provision, there is reported as having been dropped at Detroit one, in Grand Rapids one, and one in Kalamazoo.

Experience shows that where the day school for the deaf attempts to follow the regular course for public schools it will require from one-third to one-half more time to complete the course in these schools

than in the regular school; that is, for any particular grade to complete the work of that grade will take from one and a third to one and a half years. This is a very excellent showing and proves the value of the oral method of instruction, for when we consider that nearly all the pupils are totally deaf and therefore usually dumb it is remarkable that they are able to so nearly measure up to their more fortunate fellows by means of this method of instruction.

The law authorizing these schools should, in my judgment, be amended in several particulars. For instance, the law should specify what school appliances may be purchased with State funds, and the manner of making the payments to the several school districts should conform to the general accounting law of the State. As the law now stands, if it were followed literally, every school district establishing one of these schools would be required to make a complete accounting to the Auditor General for all items of receipts and disbursements during the year. This would entail an amount of labor for which school districts would be unwilling to pay. Therefore the Auditor General has permitted the school districts to make an accounting to this Department by means of vouchers and upon the presentation of these vouchers, properly certified, has authorized payments to reimburse the school districts. In these particulars the present law is very deficient.

Amendments.

It is my opinion also, that instead of the State bearing the entire expense for the support of these schools it should be shared equally by the school district and the State.

The chief argument for the establishment of these schools is that unfortunate children may be trained in them and remain at home, while if they were to attend the regular State school for the deaf it would necessitate their absence from home during a large part of the year.

Now because the State does maintain a special institution for the training and educating of deaf mutes, I therefore deem that it is no more than just that any particular locality having deaf children and desiring to give them instruction at home should be willing to share in the expense for such education. I therefore respectfully call the attention of the legislature to these points of the law and urge that measures be speedily taken to correct existing deficiencies.

SCHOOL OFFICERS.

Under our laws, nearly 25,000 men are elected as school officers and to them is committed directly the care of the public schools. I do not care at this time to discuss the propriety or the necessity of such a large number of men to look after the welfare of about 7,000 school districts, but it is clear to any observer that each school district is practically a law unto itself and that school affairs are managed in one district without any reference whatever to the welfare or the desires of an adjoining community. This may be perfectly proper under our ideas

of local self-government, but in my judgment it is to the detriment of the children who attend the public schools and for whose benefit public schools exist. Too many school boards in their management of affairs seem to think that the public school exists solely that they may hold an office or for their especial benefit. This is a mistake, and the disastrous results which we sometimes see, when school boards maintain this attitude, warrant the people in quickly destroying the power not only of the board but of the individual members, so far as they may come in contact with the schools.

Local Self Government.

In order that there may be better understanding of the aims and purposes of school work the State Superintendent has arranged for an annual meeting of the county commissioners of schools. Now if each commissioner, in order to promote the general welfare and maintain proper relations between the several school districts of his county, should call an annual meeting of the school officers of his county we believe that great good would result.

I would urge the several county commissioners to take action along these lines. Personal notice may be sent to every school officer in the county calling a meeting at some central point, probably at the county seat. The meeting may be called at any convenient season of the year, probably some time during the winter. At this meeting the several officers of the county could get acquainted with one another and come into closer touch with the commissioner and with his plans and purposes. A program could be presented touching upon points of general interest, such as powers of school boards, hiring teachers, meetings of the board of education, courses of study, text-books, etc. There is almost an inexhaustible supply of subjects that would be of vital interest to every school board.

School Officers' Organization.

This is an age of organization, and in organization there is success. It is my opinion that if there were maintained a school officers' organization in every county it would be one of the greatest means of promoting the general welfare of our public schools, and I most earnestly urge school officers, county school commissioners, and patrons to take some action in this direction.

SCHOOL CENSUS IN CITIES.

The taking of the school census is an important matter. During the past three years we have discovered that all districts and cities do not proceed in the same manner in taking the census, that discrepancies and irregularities are quite common. For these reasons it has occurred to us that it would be wise for the Department to make a few general suggestions to the end that a greater degree of uniformity and greater accuracy may be secured. The Department specially desires that boards of education shall follow the suggestions herein made and thus co-operate with us in the very important matter of promoting the welfare of our public schools. The following is the general law governing all school districts:

(65.) § 4687. SEC. 22. It shall be the duty of the director or such other person as the district board may appoint, within fifteen days next previous to the first Monday in September in each year, to take the census of the district and make a list in writing of the names, ages and residences of all the children between the ages of five and twenty years residing therein, and also the names and residences, giving street and number in cities and villages, of all the parents or guardians of such children, and a copy of said list shall be verified by the oath or affirmation of the person taking such census, by affidavit appended thereto or endorsed thereon, setting forth that it is a correct list of the names and residences of all children between the ages aforesaid, residing in the district, which affidavit may be made before the clerk of the township; and said list shall be returned with the annual report of the director to the township clerk. Children in almshouses, prisons or asylums, not otherwise residents of the district and not attending school, shall not be included in said census; nor shall Indian children be included, unless they attend the school or their parents are liable to pay taxes therein.

(66.) § 4688. SEC. 22a. Any person intentionally giving to any census enumerator of school children any false information as to the names or ages of school children, or as to the names or residence of the parents or guardian of any school children, or any enumerator who shall perform his duties carelessly or negligently, shall be guilty of a misdemeanor, and upon conviction thereof, be liable to a fine of not more than five dollars or to imprisonment in the county jail for not more than five days, in the discretion of the court.

CONSTRUCTIONS PLACED UPON THE LAW BY THIS DEPARTMENT.

1. The census must be taken within fifteen days next preceding the first Monday in September, Sundays not excepted.
2. The director or other competent person or persons appointed by the board of education must take it.
3. A house to house canvass must be made. Names and ages of children, names of parents or legal guardians, street and residence numbers must be given.
4. Children in almshouses, prisons, or asylums not otherwise residents and not attending school cannot be included. This is interpreted to include private orphan asylums, orphan homes, and all similar institutions.
5. No board of control can be the legal guardian of any child or children, unless the act under which it is authorized specifically makes such provision.
6. Each person who takes any part of the census must make affidavit to the correctness of his work and the report of each enumerator must be kept separate from that of others.
7. Children who have reached their fifth birthday should be included. No person who has reached his twentieth birthday can be included. Between five and twenty years only.
8. This Department will furnish proper blanks for census and for other reports.

DIRECTIONS.

1. Appoint accurate and responsible persons as enumerators.
2. In cities, one or more persons should be appointed for each ward, at least a sufficient number to take the census within the required time.

3. Each enumerator should have his territory clearly defined so that there shall be no overlapping.

4. Each enumerator must make affidavit to the part of the census he has taken. If necessary to copy the names upon the blanks furnished by this Department, each enumerator should compare the part taken by him and then attach his affidavit thereto.

5. The general affidavit of the secretary of the board of education is insufficient as he did not personally do the work.

6. After the several enumerators have compared the copy with their original list and made affidavit to said copy, the secretary of the board should make affidavit that each enumerator was properly authorized, and that the compiling of the census has been properly performed.

7. The compiled census should be carefully compared with that of previous years to see that none who were reported as nineteen years of age one year ago are included in the new census, and that the names of parents, guardians, and residences are properly recorded. Mistakes are inexcusable if the work is properly done.

8. Do not include the names of children found in asylums, orphan homes, private schools, etc., unless such children have parents or *legal* guardians who are actual residents of the city or district, and in all cases the residence of such parents or guardians must be given.

9. Domestics, bell boys, etc., if of proper age and their parents are actual residents, must be recorded at the residence of parents or legal guardians, as are other children, and not at the place where employed.

10. The apportionment of the primary school interest fund is based upon the school census and each district should receive its full share, no more and no less. Said money can be used for teachers' wages only.

11. The financial report and census should be placed in the hands of the county commissioner of schools on or before October 1 for his approval. It is his duty to forward the same to this Department on or before November 1.

12. The following blanks will be sent to the secretary of each board:

(a) Report Form 4(a), affidavit of enumerator to be attached to the census of each ward or part of ward.

(b) Report Form 4(b), census blanks proper.

(c) Report Form 4(c), affidavit of secretary of board of education to accompany the whole census.

(d) Report Form No. 7, statistical and financial statement.

(e) Report Form No. 1, general instructions.

MEDICAL INSPECTION OF SCHOOLS.

This subject is again referred to because of the belief that the day will come when this important work will be a necessary part in the conduct of every school system and especially that of our large cities and villages.

The practice of systematic and expert examination of school children in order to detect the outbreak of disease and also to discover defects of sight, hearing, lateral curvature, etc., has advanced much faster in the schools of Europe than in those of the United States. Notable progress has been made, however, in this country; enough to encourage the friends of the movement to continue to urge the matter upon the attention of our boards of education.

The character of the work and the thoroughness with which it is done varies in different cities. In Germany the school physicians "investigate carefully the physical condition and health of the pupils who newly enter the school, in order to determine whether they need permanent medical supervision or special consideration in the instruction of the school. Every fourteen days, or oftener in cases of contagious diseases, the school physician holds consultation hours in the school, and the aim is to have him visit every classroom twice each half year. The school physicians "also cooperate in the medical inspection of the premises and the equipment of the school."

German. Inspection.

In Hungary "besides attending to the sanitary conditions of the school building, the school physician gives each child on its entrance, a physical examination." "Since the law of 1893 in regard to medical treatment of the poor, all the public educational institutions of France have had medical inspection."

Boston was the first city in this country to establish daily medical inspection of schools, having done this in 1894. Physicians from the Board of Health visit the schoolhouses each morning and children that appear to the teachers to be ailing are sent to them for examination.

American Inspection.

The beginning of this work in the city of New York was made several years ago and the system has been constantly improved. Each school physician or health officer is given a certain number of schools to visit daily, and at that time all children who are supposed by the teachers to need attention are sent to him. Besides this he is required to go to each classroom once each week, giving especial attention to sore throats, flushed faces, contagious diseases of the eyes, and to parasitic growths of the head and skin. By this inspection very many pupils are sent home to consult with their family physician and in this way the outbreak of diseases has in a large number of cases been prevented. The statistics of the year 1902-1903 show that medical inspection in New York city is no longer a mere formality but a recognized aid in a most tangible and valuable way to the development of the pupils.

Chicago in 1900 began daily medical inspection of schools, but owing

to lack of funds the Board of Education has been unable to carry on the work. During the school year 1903-04 Philadelphia, Providence, and other cities have introduced medical inspection into the schools.

MICHIGAN AGRICULTURAL COLLEGE.

The Superintendent ventures to allude once more to a phase of the educational work of the State which formed the subject of the first public address made by him in his official capacity. His thought on this line has not been published but it has lost none of its point since uttered to the State Grange assembled at Lansing in 1900. The theme under discussion at that time was the relation of the rural schools to the other parts of our educational system, and especially the attitude of the Agricultural College to them.

The argument was somewhat as follows: We rightfully boast of the unity of our educational system and speak with pride of the excellence of our rural schools, graded schools, high schools, and colleges, and all these crowned with our great state university. These are all free schools, we say, and any boy or girl may have access to them and derive all the benefits they afford. It is an ideal theory; but only a small proportion of our youth finish a college course, comparatively few graduate from the high school, and many do not even finish our grammar grades or rural schools.

Theory of the School System.

When we seek to explain these facts several answers suggest themselves, and three belong to the present consideration, viz.:

First. The school is ofttimes not worthy of the patronage of an aspiring and ambitious boy. A wide-awake boy, sixteen to eighteen years of age, six feet tall, does not take kindly to a school presided over by a young girl teacher. She may do for a sweetheart but not for a teacher, and he knows if the officers do not, that the provision which is often made for what in the majority of cases will be the entire instruction given in a school district is wholly inadequate to the needs of the rising generation.

Second. Continuing to have in mind the typical young man of the country, we urge in the second place that the rural school is not as attractive to him as it ought to be. It lacks facilities in the shape of apparatus, libraries, and course of study. He very naturally makes comparison between the meager equipment of the country school and that of some neighboring city and no condition ought to be permitted to exist which would make such comparison unfavorable to the rural school. As has been urged in another connection, if the same sum of money which is now being expended upon our rural schools could have a wiser distribution the comparison would favor the school of the rural district.

Third. The rural school is laboring under the embarrassment of an old but very unwise tradition which urges that what is good for the city is good for the country.

It is not a question of uniform courses of study or equipment but of the establishment of such a school as will appeal to our young men and

Character of Rural School.

women and make possible a proper preparation for the active duties of rural life, and this leads to our first contention, viz., that there must be a somewhat radical change in the character of the rural school:

First. The course of study besides thoroughly grounding our pupils in the principles of reading, writing, arithmetic, language, geography, history, and civics must make possible the presentation of the fundamental principles of elementary science as found in zoology, botany, geology, mineralogy, physics, and chemistry. Collateral and contributory to these, nature study, domestic science, agriculture on a laboratory basis, commercial forms and usages, and manual training—"A training of the hand to express the ideas of the mind and to correlate mind and matter"—must be taught. It must be borne in mind in considering this point that it is not the function of the public school to give a training for any special trade or profession but simply to discover the latent ability of the child and give him proper direction. All this cannot be done in the rural school as it now exists but could easily and rationally be carried out in a centralized school. In this connection the hope is expressed that our utterances upon the centralized school contained in the Superintendent's reports for 1901, 1902, and 1903 shall not be lost sight of.

Second. A second change which must be made in the character of the rural school has to do with the qualifications of teachers. It is not necessary at this time to enumerate the items which make for success in a trained teacher. All will agree that our rural schools are suffering for the lack of trained teachers and this is the proper place to take courage at the thought of the far-reaching effect which has already been achieved by the passage of the law instituting county normal training classes. This point could not have been mentioned in an address to the State Grange in the year 1900, but the very fact of the present existence of twenty of these classes only emphasizes a question which was raised at that time concerning the proper training of rural school teachers.

Training of Teachers.

For each one of the county normal training classes there will be required at least two teachers fully educated in agricultural science, manual training, domestic science, and all the other cognate branches. Where shall these teachers be trained? At the best, we have at present too many self trained teachers and in too many instances it is a case of the blind leading the blind. It is a well settled practice of the boards of education in our graded school systems to look for teachers from the higher institutions of learning. For superintendents, principals, and teachers of high schools, the graduates of colleges and the university are drawn upon; the graded school teachers very largely come from our normal schools, though it should be remembered that our existing normal schools are not able to furnish trained teachers enough even for our grades; and when it comes to recruiting the ranks of our rural school teachers, recourse must be had to any or all candidates who may present themselves, from whatever source they may have acquired their preparation and fitness for the high and responsible position of a teacher. Many of them are self taught, if such a thing is possible, but all realize that while they profess to have some training they have fallen far short of it for want of contact with some live teacher. The law of biogenesis applies as well to the growth and development of a teacher as to the inhabitant of the vegetable world.

The doctrine of spontaneous generation as applied to the plant was overthrown long ago, and we should reject for similar reasons the theory of self-training for a teacher and should acknowledge that it is utterly impossible for any person to produce within himself independently of any help from the outside that growth which will fit him to be the leader and inspirer of others.

These considerations lead to the question "What are the proper functions of the agricultural college?" The Superintendent does not hesitate to assume that it is strictly within his prerogative to give his answer to this important question and to show that there is an educational work of very great moment which can never be done except through the agency of that educational institution which has been founded for the sole purpose of giving training and culture to the youth of the rural districts,—the agricultural college.

Functions of Agricultural College.

It is not necessary for me to suggest all the functions of this institution, but only those pertaining to the particular phase of the school problem before us:

First. The agricultural college is to receive and advance in scholarship pupils from the rural schools. This should not be done *per se* to make farmers, but to make men and women more intelligent and sympathetic with rural life.

Second. It should assist in the preparation of teachers for rural schools and county normal training classes.

Some difficulties are evidently in the way of immediately discharging these functions, but that fact does not militate against their urgency or diminish the duty of the State to remove this embarrassment and provide for their adequate care. In the first place, to receive pupils from the rural schools as now organized is to lower the course of study of the college, thus preventing that institution from doing its highest and best work. This ought not to be done. The college is accomplishing a great work and its graduates are recognized all over the land as thoroughly and well qualified for directing the affairs of similar institutions in other states. This high standard must be maintained, but it cannot be done by making the entrance requirements correspond to the graduation from the eighth grade of the rural school. If the pupils in the city or village desire to go to the university, college, or normal school they have the grammar and high schools to facilitate the transition from one to the other. Their work is continuous and the transition is easy and natural. The case of the pupil from the rural school is entirely different. Here the student desiring to enter any of the above named institutions or the agricultural college for work in the higher courses must be deflected from his study of that which is agricultural in its character to the course of study, the methods, the customs and conventionalities of the city high school in order to complete the link between his school in the country and the college. In a great many cases the deflection is permanent and the pupil loses his appreciation of the country, adapts himself to the ways of the city, and is lost to the country forever.

Again it is very clear that the transition from rural school to agricultural college ought not to be by way of the city high school because such transition makes a most serious break in the kind of study which is, or ought to be, characteristic of the rural schools and just here is found

the true reason for the establishment of rural high schools, under rural surroundings, and having what may be termed a high school agricultural course. This is the much needed link in our Michigan school system and our system will never become complete until the rural high school is established as one of its component parts, thus enabling the agricultural college to perform in full its true mission.

I desire to call attention to the statistics given out from the Michigan Agricultural College at the opening of the present year:

Number of sub-freshmen in agricultural course	67
Mechanical course	89
Women's course	32
Full freshmen, agricultural course	42
Mechanical course	56
Women's course	31
Special women's course	15

Each new student was asked to state his or her choice of future occupation and 53 elected mechanical engineering; 44, teaching; 68, agricultural pursuits; 29, civil engineering; 22, electrical engineering; 11, shop work; 86, undecided; with 36 miscellaneous. It is significant that out of 111 boys entering the college 68 intend to follow agricultural pursuits. President Snyder is to be commended for his untiring efforts to emphasize the agricultural course and he should have the earnest support of the State Board of Agriculture, the State Grange, and the Farmers' Clubs in increasing the desire of students to enter the institution, and especially to take the agricultural course.

While the engineering departments and other departments may be perfectly proper, these should not be emphasized to the detriment of what should be the dominant purpose and spirit of the institution. I think there is some danger at the present time in this line, and it is for this reason that I have thus spoken in order to call the attention of the people to the facts as they exist and urge that the President be supported in his idea of making most prominent that course which will bring the greatest benefit to the State.

Relation of Departments.

And in connection with the agricultural course I venture to repeat that in my opinion the time has come when there should be added to its curriculum a course for the training of teachers in elementary agriculture, manual training, and domestic science. I see no impropriety in such a movement and it would add materially to the efficiency of the Agricultural College and spread its influence wider and more thoroughly among the rural population of the State. As I have stated before, we shall need teachers who have had just such training as this institution affords, both for our county normal training classes and for the rural schools and this need will always exist. I would especially urge that special six-week courses be prepared for teachers and that an opportunity be afforded during the summer vacation, when our rural teachers are at liberty, to enter the Agricultural College and take these courses. If the college can present special courses for our farmers in dairying, feeding, stock raising, why not present courses for teachers? I believe that the people of the State of Michigan will favor this proposition and will earnestly lend their support to the undertaking, and when we shall all unite in the effort we shall place the agricultural college at the forefront of the practical educational institutions of our land.

PERRY MASON CO. REPORT.

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Van Buren, No. 5, Antwerp.

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Barry County: No. 2, Hastings; No. 7, Castleton; No. 6 fr., Orangeville; No. 2, Castleton; No. 5, Maple Grove; No. 7, Maple Grove; No. 4, Johnstown; No. 4, Assyria; No. 9, Rutland; No. 4, Hastings and Baltimore; No. 8, Yankee Springs; No. 5, Rutland.

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Clare County: No. 1, Winterfield.

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Eaton County: No. 7 fr., Bellevue; No. 7, Bellevue; No. 7, Delta.

Emmet County: No. 3, McKinley; No. 4, Springvale.

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Monroe County: No. 10, Ida.

Oakland County: No. 4, Farmington.

Otsego County: No. 2, Chester.

Ottawa County: No. 3, Zeeland; No. 6, Allendale; No. 4, Zeeland; No. 7, Jamestown; No. 2, Wright; No. 3, Tallmadge.

Saginaw County: No. 3, Taymouth; No. 2, Carrollton.
St. Joseph County: No. 3, Burr Oak; No. 4, White Pigeon; No. 3 fr., Colon.
Shiawassee County: No. 4, Owosso; No. 2 fr., Perry; No. 4, Woodhull.
Van Buren County: No. 5, Antwerp; No. 5, South Haven; No. 2 fr., Bangor.
Washtenaw County: No. 4, Lodi.
Wayne County: No. 8, Nankin; No. 2, Romulus; No. 1, Canton; No. 1, Gratiot.
Wexford County: No. 4, Selma; No. 6, Boon; No. 2 fr., Antioch.

SCHOOL GROUNDS.

Our whole system of education exists primarily for the benefit of the child. Therefore the child must be interested in and have a share in everything connected with the school. Unless we can arouse the interest and sympathy of the child and make him feel that he has a part to perform in the great work of education he will reap but little advantage from the public schools. One's training for the work of life is begun in the home and continued in the schoolroom, and the child as he develops into manhood should have healthful and beautiful surroundings if his future is to be healthful, happy, and progressive.

Educational training is the result of a direct and conscious effort on the part of the parent and teacher combined with the indirect result of the surroundings in which the child is placed. The environment of the child exerts a greater influence on his life than we sometimes think and it is unfortunate that school surroundings at least are not always such as conduce to a proper desire on his part to be helpful and a still more important desire for better things. **Educational Training.**

The child may be forced to go to school but he likes school only when it is worth liking, and it is not until he likes it that he learns. The most costly school apparatus will not atone for a cheerless schoolroom and grounds. If daily surrounded by those influences that elevate and tend to cleanliness and good order, that cultivate a love of flowers, good pictures, and proper decorations he will soon reach that degree of culture where nothing else will please him and when he grows up and has a home of his own, the effect of early training will then be seen in the clean, neat yards, good pictures on the walls, shade trees, and flowers properly arranged around the buildings. These things will be demanded because he has been brought up to be happy in no other environment.

A trip through the rural school districts of the State will convince the most doubting that one of the chief causes of the decline of the rural school is that the schoolhouse and its grounds are bare, harsh, cheerless, unattractive, and sometimes immodest. To require that eight months in each year be spent amid such surroundings is enough to chill any desire on the part of the child for education and to destroy completely all love for the beautiful. He naturally loves the beautiful, often seeing beauties in nature that are unobserved by the more mature eye and mind. In childhood the mind is impressionable and whether it is realized or not the discomforts of the average schoolroom, the lack of harmony and beauty in its adorn- **Rural Schools.**

ment, the rough and uncouth school grounds and outbuildings will, consciously or unconsciously, make a deep and lasting impression on the mind and tend to loose habits, a lack of respect for law and the rights of others, and above all a lack of care for the property of the public.

Value of Trees.

Because in the early days most of the school districts in the State were organized when the forests had not yet been cleared away, the people did not appreciate the value of a good sized school lot, nor the value of trees and shrubbery, but they are now beginning to understand and regard these things. That this is true is shown by the organization of the State Forestry Commission which is making strenuous efforts to re-forest large tracts of land.

If we are to secure from our rural schools the results that all the people really desire there must be a radical change in the attitude of the people toward the school and especially toward school property. Many farmers have their orchards and buildings surrounded by well kept groves, neat shrubbery, and flower beds in the door yard, and it is not uncommon to find beautiful and well kept lawns around farmers' homes. It is my opinion that the time has come when the people of Michigan should interest themselves in school environment and by well directed efforts afford an opportunity for the child to study the beauties of nature at first hand.

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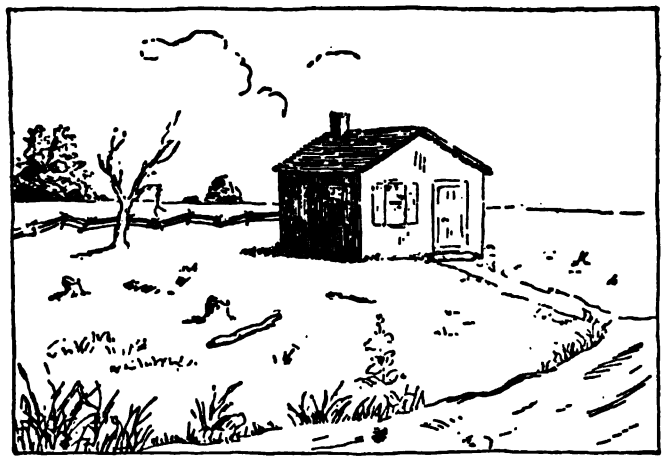

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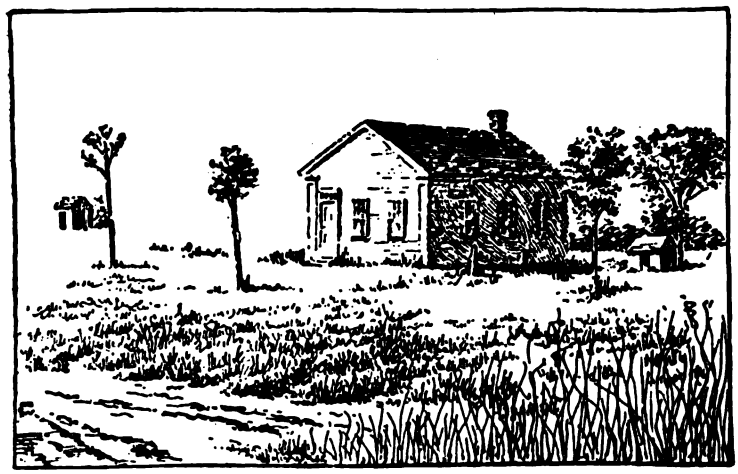

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Perry Mason Co. Prize.

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SIZE OF GROUNDS.

The average size of the rural school lot is about a half an acre. If the school were merely a place for assigning and hearing lessons a comparatively small area would be sufficient for the school ground, but with the enlarged idea of the mission of the school as the center of a many-sided, busy life of study and recreation, of social and moral influences, of the learning of many things quite as important as the knowledge of books, larger school grounds are imperatively demanded. The school ground is a place where the elementary problems of society and citizenship are worked out through the free and unhampered action of the children at study and at play. We must realize that proper recreation and exercise including helpful plays, constitute an important element in a child's education. They cannot safely be hampered even for the purpose of preserving beautiful lawns and artistic flower beds. A good sized playground will afford an opportunity to add vigor and activity to the life of the child and afford him an opportunity to be alert, active, and thoughtful in his contact with his fellows. The school ground should afford no possible opportunity for contamination, physical or moral.

Moral and Social Problems.

If we admit these statements we must conclude that an acre of ground is small enough and that from two to three acres would be much better. In discussing this question the grounds for our city and village schools will not be dealt with particularly, for our people in villages and cities have learned the value of parks and playgrounds and the value of their proper ornamentation to a greater extent than have the people in the rural communities. These suggestions therefore, will apply more directly to beautifying and adorning rural school grounds.

The friends of this movement must have a clear conception of the necessity of larger school grounds and they must lose no opportunity to convince all persons who are interested in the public schools (and that includes every man, woman, and child) of the necessity of a definite plan, for carrying out improvements along these lines. When the citizens of any community are aroused as to the necessity of accomplishing any desired object a way can always be easily found.

As has been stated every rural school ground should contain not less than one acre of land and I would advise two acres in every case.

PLAN OF THE GROUNDS.

In laying out the grounds the plan will depend upon their location, as the arrangement will not be the same for a corner lot as would be best for a lot that simply fronts on the street. If the lot is on the corner there should be a good substantial fence on the two sides that adjoin other property. If the lot fronts on the street then a fence on three sides is necessary. If the lot is longer on the street than it is deep the house should be located at one end so as to leave the other for a playground. If the lot is on a corner it would be best to have the house nearer the street, thus leaving the playground in the rear of the building. The same plan is best if the lot is deeper than it is wide.

In the cuts which follow it will be noticed that this plan is usually carried out:

ment, the rough and uncouth school grounds and outbuildings will, consciously or unconsciously, make a deep and lasting impression on the mind and tend to loose habits, a lack of respect for law and the rights of others, and above all a lack of care for the property of the public.

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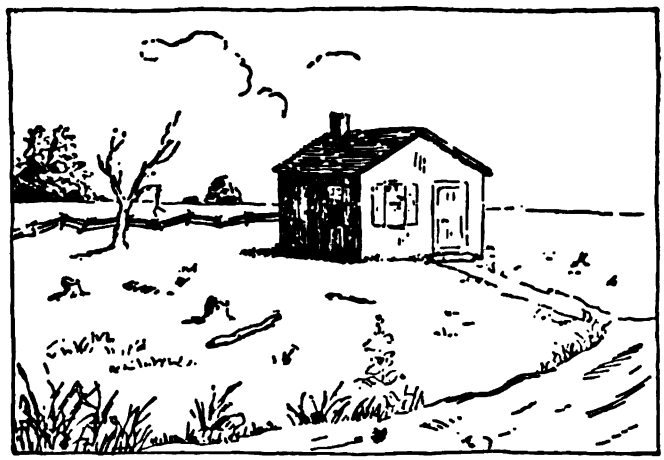

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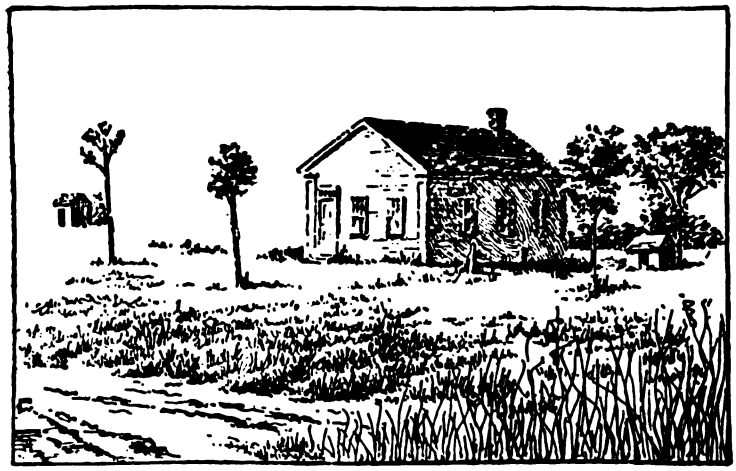

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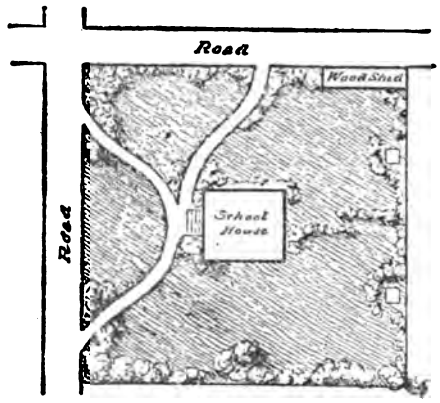
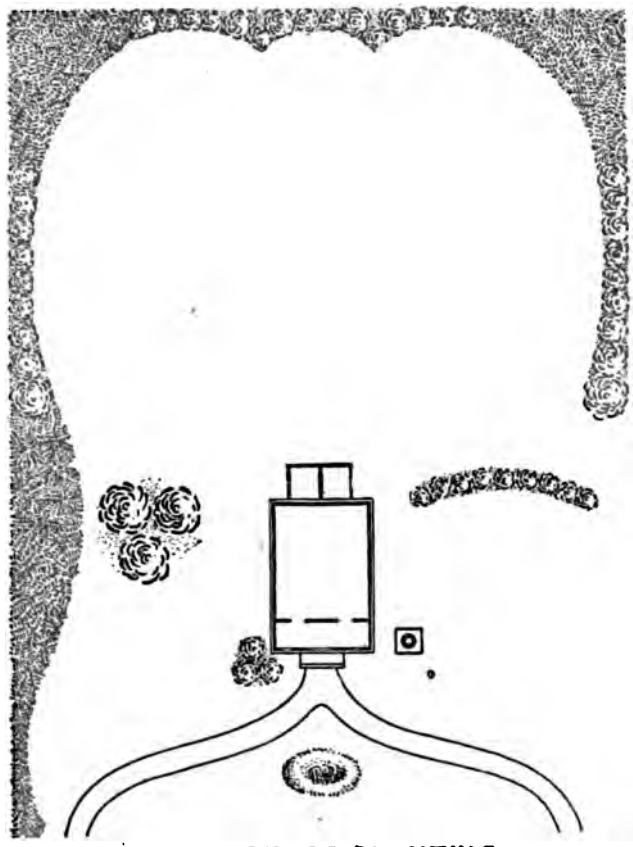


Suggestions for the planting of a school-yard upon four corners. From "Lessons with Plants."

Fig. 10.



SKETCH OF PLANTING

DIAGRAM No. 2.

Fig. 11.

Attention is also called to the location of walks and drives. Unless the house is very near to the front of the lot I would not advise a straight walk from the street to the house, but rather a double walk in the form of a curve leaving an opportunity for a fine lawn. These walks should be made of cement or fine gravel. The drives should be made of gravel and kept well rounded and smooth. In making a gravel walk or a gravel drive the earth should be excavated to a depth of twelve or eighteen inches. Then in the bottom fine sand should be placed and well pounded. Upon this may be placed the gravel which has previously been carefully screened. The surface of the walk or drive should be slightly above the surface of the lawn.

Walks and Drives.

In planning the grounds, as I have indicated in the foregoing, we should begin with the fundamentals, that is, the grading of the ground, locating buildings, drives and walks. When we have "blocked out" the plan it is not difficult to gradually work in the details. It is wrong to plant trees, shrubs, and flowers in the grounds first and then begin the grading and the locating of the buildings.

For grading I would suggest that unless the grounds are very uneven very little should be attempted more than to level down knolls and fill up small hollows. If, of course, the grounds are naturally uneven then they should be carefully and scientifically graded. In doing this the location of the building should be the highest spot and the ground should gently slope away from the building in every direction. If the soil is heavy it should be well drained by the use of tile.

Grading and Seeding.

After the grading will come the seeding and this may be done either by sodding the lot immediately about the house or by sowing grass seed and giving it proper care until it is well rooted. For a lawn in front of the building the plan of sodding is usually the most satisfactory. This grading and seeding may easily be done by means of a "bee" for improving the grounds if the people would prefer doing this to hiring someone to do the work. The advantage of this plan is that all will be interested.

When the grounds have been graded and seeded and fenced the next question will be the planting of trees, shrubbery, etc. It may not be out of place here to remark that the school district is obliged by law to build the fence around the school yard and adjoining land owners are not required to build any part of it.

The following cuts will give in a general way the ideas of landscape gardeners as to how a school ground should be arranged and planted. Note especially the grouping of shrubs and trees by themselves and that the shrubbery follows the exterior line of the school lot and screens the outhouses.

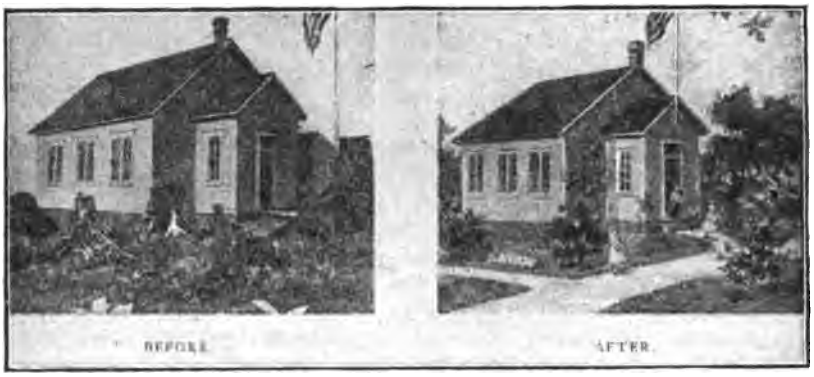

BEFORE
AFTER.

Fig. 12.

DIAGRAM No. 1.—This illustrates the school grounds after some years' growth, the grounds being originally laid out after the plan shown in Diagram No. 2.

Fig. 13.

SIZE OF GROUNDS.

The average size of the rural school lot is about a half an acre. If the school were merely a place for assigning and hearing lessons a comparatively small area would be sufficient for the school ground, but with the enlarged idea of the mission of the school as the center of a many-sided, busy life of study and recreation, of social and moral influences, of the learning of many things quite as important as the knowledge of books, larger school grounds are imperatively demanded. The school ground is a place where the elementary problems of society and citizenship are worked out through the free and unhampered action of the children at study and at play. We must realize that proper recreation and exercise including helpful plays, constitute an important element in a child's education. They cannot safely be hampered even for the purpose of preserving beautiful lawns and artistic flower beds. A good sized playground will afford an opportunity to add vigor and activity to the life of the child and afford him an opportunity to be alert, active, and thoughtful in his contact with his fellows. The school ground should afford no possible opportunity for contamination, physical or moral.

Moral and Social Problems.

If we admit these statements we must conclude that an acre of ground is small enough and that from two to three acres would be much better. In discussing this question the grounds for our city and village schools will not be dealt with particularly, for our people in villages and cities have learned the value of parks and playgrounds and the value of their proper ornamentation to a greater extent than have the people in the rural communities. These suggestions therefore, will apply more directly to beautifying and adorning rural school grounds.

The friends of this movement must have a clear conception of the necessity of larger school grounds and they must lose no opportunity to convince all persons who are interested in the public schools (and that includes every man, woman, and child) of the necessity of a definite plan, for carrying out improvements along these lines. When the citizens of any community are aroused as to the necessity of accomplishing any desired object a way can always be easily found.

As has been stated every rural school ground should contain not less than one acre of land and I would advise two acres in every case.

PLAN OF THE GROUNDS.

In laying out the grounds the plan will depend upon their location, as the arrangement will not be the same for a corner lot as would be best for a lot that simply fronts on the street. If the lot is on the corner there should be a good substantial fence on the two sides that adjoin other property. If the lot fronts on the street then a fence on three sides is necessary. If the lot is longer on the street than it is deep the house should be located at one end so as to leave the other for a playground. If the lot is on a corner it would be best to have the house nearer the street, thus leaving the playground in the rear of the building. The same plan is best if the lot is deeper than it is wide.

In the cuts which follow it will be noticed that this plan is usually carried out:

destitute of plants, excepting the lawn, for playground. If possible, by all means plant one side or one corner somewhere to a thicket of wild or native plants in great variety, unless, fortunately, such a thicket already exists. If there are many white oaks, or red elms, or other trees, thin here and there to make room for other species. Get someone who knows trees and shrubs to help find these in the neighborhood.

Now for the care,—a portion of the plan usually much neglected. The chances are fifty to one that the trees, bushes and lawn will not receive much care, because the officers of the district think they must economize, because they are not accustomed to giving much, if any, attention to such things at home, and because they do not know how. What shall be done? It is as well to attempt nothing whatever in the way of outdoor planting as to plant once for all time and give no after care. In most cases, there can be found in the vicinity some tidy and observing man or woman who can be hired by the year to look after the school grounds. The district officers know where to look for such a person, because his or her work about the home advertises the fact well. The tactful person so employed should by all means have the opportunity to secure and employ the services of as many school children as she can, with or without pay, assigning definite shrubs or trees to one person.

A lawn mower costs three to five dollars, and its use adds wonderfully to the appearance of the premises. Take good care of it.

Hoe and rake about the groups of shrubs every two or three weeks during all the growing season. Instead of leaving single trees to stand in the grass, where they struggle between life and death for ten years, if life is spared that long, making very slow growth, dig a circle in the lawn for each tree not less than seven feet in diameter, better eight or nine, and hoe when the shrubbery is hoed. This is not only an insurance on the tree, but its growth will delight all who behold, the upper branches often growing two to five feet in a year. After such trees have been well cared for and well started for three or four years, the cultivation may be entirely omitted and grass permitted to grow.

I have purposely said nothing about the cultivation of herbaceous plants. In the thicket referred to, and in the cultivated ground about the shrubs and trees, may be planted "flowers" at pleasure, but *nowhere else*, unless it be to one side or back of the house, no matter if someone thinks they should be in the front yard. Space forbids giving here a book of reasons for the directions given above.

Will it pay? Is it worth while for any school premises to be talked about by all enterprising people who pass with comments: That is pretty; that is nice; that shows enterprise; what an excellent influence such grounds must have on the children who attend school; how proud the teacher must feel to work in such a district; that beats everything I ever saw; that is worth coming ten miles to see; what a contrast between this place and the one in the district we just passed; somebody is doing excellent missionary work, whether she knows it or not; I wish Director ——— of our district could see this place. Perhaps he could learn something, it might stir him up."

PLANTING TREES, FLOWERS, AND SHRUBS.

The man who plants a tree in a proper location becomes thereby a public benefactor. Someone, many years ago, planted the trees that now adorn the streets of our cities and the orchards that furnish us with luscious fruits. A visit to the Michigan Agricultural College will convince one of the possibilities in the way of decorating a plot of ground by means of trees, shrubs, and herbs. If we plant trees we must take a long look ahead if we wish to place them correctly and so that they will bring the greatest benefit to those who are to come after us. We are not to see the small sprout that we plant in the ground, but the beautiful oak or elm that will one day shade the multitude. Ordinarily, small trees four to eight feet high should be selected rather than large ones, as they establish themselves more quickly and are less easily injured by their removal and replanting. It is well for immediate effect to plant trees and shrubs in abundance, then thin them out as occasion requires. The soil should be thor-

Size of Trees.

oughly broken and unless already fertile should be mixed with good loam and some fertilizer. The following directions given by the Forestry Division of the Agricultural Department at Washington are most excellent.

"Planting is best done by two or three persons. A, who manipulates the tree, is the planter and is responsible for the results. B and C do the spading under his direction. A places the tree in a hole to ascertain whether this is the proper size; a broad stick laid across the hole aids in judging the depth. Trees should not be set deeper than they were before, except in loose, poor soil. More trees are killed by too deep planting than the reverse. As an illustration of this point it may be stated that trees are frequently killed, without removal, by raising the grade so that the soil is raised about their trunks a few inches higher than before. Valuable trees are frequently destroyed in this way. If the root system is developed sidewise, but not centrally, as is often the case, a hill is raised in the hole to fill out the hollow space in the root system and the earth of the hill is patted down with the spade.

When the hole is in proper order, A holds the tree perpendicularly in the middle of the hole, with the side bearing the fullest branches toward the south or the southeast for better protection of the shaft against the sun. B and C spread the roots into a natural position and then fill in the soil, using the good surface soil first,—small spadefuls deliberately thrown over the roots in all directions,—while A, by a slight shaking and pumping up and down of the stem, aids the earth in settling around the rootlets, which should also be aided by hand and fingers filling in every crevice. A, while setting the tree, must exercise care to keep it in proper position and perpendicular, until the soil is packed so as to keep the tree in place. Then B and C, rapidly fill the hole, A treading the soil firmly down after a sufficient quantity is filled in, finishing off a little above the general level to allow for settling and, finally, placing stones or any mulching around the stem. Do not use water while planting unless it is very carefully applied with a "rose" after the soil is filled in and packed around the fibrous roots. It is not uncommon to see water poured in the hole while it is being filled up. This practice does harm rather than good, for it washes the fine soil away from contact with the roots, leaving empty spaces between the roots, or even leaving, as the water dries and the earth hardens, the little rootlets in the midst of hollows like the inside of pipe-stems. In such a case they cannot touch the earth which gives them nutriment and they die. More trees are killed by too much water in transplanting than by too little. Water after the transplanting is useful, and should be applied during the hot season, the late afternoon or evening being chosen for its application."

In addition to what has here been said it may be well to suggest, also, that if the tree is small and to be moved but a short distance it may be well to let some of the original earth remain about the roots but ordinarily this is not necessary. Improper taking up and undue exposure to sun and dry air kill many trees, or cause them to die after planting. When the hole has been dug for planting the roots care should be taken that the soil underneath the body of the tree be compact and that the roots rest down solidly upon the soil underneath. More trees die because of improper planting than from lack of moisture. Too often the tree is set in the hole and when the earth has settled there is a hollow space underneath its body and the roots which will most surely destroy its life. If the tree has a heavy top part of it should be trimmed off so that the leaf area and root area may correspond. In trimming, some branches should be cut close to the trunk, but most of them should be cut farther out in the top, taking care to cut off the end of a main branch near a smaller branch so as to avoid a conspicuous stub. Forest trees may be best transferred in the early spring before the leaf buds open but evergreen trees may be planted later in the season. **Pruning.**

As Professor Beal suggests, an area of from five to ten feet in diameter around each tree should be cultivated for several years after it has been planted.

A row of trees may be planted near the fence surrounding the lot but it would be best not to put them immediately in front of the house, nor should any be planted within fifty feet of the school building, for in after years the shade would interfere with the proper lighting of the schoolroom. Grouped along the side of the lot we may plant shrubs, and as the outbuildings should be placed at the rear of the lot, and usually in the corner, shrubs may be planted about them to serve as a screen.

Location of Trees.

If the schoolhouse is of brick or stone an excellent plan is to plant ivy, clematis, woodbine, or some other clinging vine, so that it may grow upon the walls and thus relieve the bare and bleak exterior and become a real ornament. If the school building is a frame building then the vines should not be permitted to grow upon the building itself but eighteen inches distant, held by wire netting, supported above on the house, or trellises may be erected a short distance from the house on which the vines may be supported. If allowed to grow on the frame building they interfere seriously with the painting of the building and will themselves be seriously injured if torn down every few years to permit repairs. The same care should be given in planting shrubs and vines as is given in planting trees.

Vines.

Trees that grow naturally in the vicinity are best for yard decoration, and the hardy shrubs, such as hydrangeas, mock orange, lilacs, and elders are easily obtainable for further ornamentation. Growing near the margin of the yard a hedge of common wild roses would be very attractive at any season of the year. For the flower gardens, bulbs of crocuses, tulips, and hyacinths may be planted in the fall for early spring blooming, and they are very easily cared for and very effective. Bulbs of such plants as lilies, peonies, and irises once planted will continue to afford an abundance of flowers for several years. For fall flowers the children may plant asters, petunias, phlox, and for climbing plants, sweet peas, morning glories, and nasturtiums. No attempt is here made to give a complete list of flowering plants that may be used as there is a large number to select from.

On the shady side of the building ferns may be planted and they will be a never-ending source of pleasure. On the margins of the lot near the shrubbery it will be an excellent plan to plant some or all of the wild flowers found in the vicinity. Many of these will grow nicely in the shade of the shrubs and trees. The following wild flowers often respond to cultivation with increased size and beauty: the spring beauty, dutchman's breeches, hepatica, anemone, bloodroot, violet, adder's tongue, columbine, and golden rod.

In connection with this it may not be out of place to suggest that there is no reason why in every schoolroom we should not have herbariums, specimens preserved in alcohol, samples of rocks, soils, woods, and minerals, in fact, a cabinet that will produce pleasure and will be exceedingly instructive to the children. All that is needed is a board of education who believe this to be worth while, and a teacher who is really alive and possesses sufficient knowledge to make good use of these means for nature study. The

School Cabinet.

rural school teacher, above all others, has an opportunity to use out door and in door object lessons, such as are most appropriate for the best development of the young farmer.

CARE OF SCHOOL GROUNDS.

Under this head it will be proper to say first that it is the duty of the school board to see that the grounds are kept clean and that noxious weeds are not allowed to grow and that everything unsanitary is removed. For the immediate care of the plants and the cultivation of the soil about them the teacher and children may be easily held responsible. The great question that confronts us in this matter is the summer vacation. Who shall see that the lawn is well kept and that domestic animals are not allowed to trespass upon the property? For when young trees and plants have been planted, in case of drouth, they should be cultivated by some one in the manner previously stated. This is the problem that confronts us but its solution is not a serious thing to my mind. It is true that "what is everybody's business is nobody's business," but it will not be difficult if the parents and teachers co-operate to have several committees appointed from the boys and girls before the close of the spring term of school, whose duty it shall be to look after the grounds during the summer. One committee will act during the month of June, another during the month of July, and so on, and the school board of course will see to it that their part is punctually performed. If the children have had a part in planting the trees and plants and if they have received proper encouragement at home in regard to these matters, the terrors of the summer vacation will quickly vanish. And further, if the school ground is made so pleasant and attractive it will be a pleasure and not a hardship for the children and their parents to go there and maintain conditions of beauty and ornamentation. Of course all of these things will not come by chance. No undertaking ever managed to run itself. Somebody must think, somebody must plan, somebody must work, and the burden of the thought and planning and work will be placed upon the shoulders of the school board and the teachers who are really public servants and who ought to be the leaders in all matters of school improvement. It would be impossible to suggest any single plan that would apply in all cases, but there is no reason why we may not see a marked improvement in our school buildings and grounds and in the sentiment of the people toward the schools during the coming years. Many of us have distinct recollections of disagreeable schoolhouses and grounds, of schoolrooms that were actually repulsive, and we owe it to our children to arrange matters so that different impressions will be made on the little people who now venture from home and go to school. Just as we make the parlor the most beautiful room at home in order that our friends may be pleased when they visit us, why not bring together as many attractive things around the schoolhouse as can be brought together? Some will say this is simply a sentiment, but if so, it is a sentiment that will elevate and ennoble childhood and manhood, enrich lives that otherwise would be desolate, and increase the character and value of the citizenship of every community.

Officers. Children's Vacations.

Duty to Our Children.

The following list of trees, shrubs and vines is selected from the varieties at present growing on the grounds of the Michigan Agricultural

College. The common name has been given in as many instances as possible, and the species may be easily obtained from our home forests, or from nurseries. Professor Beal has recommended this list:

TREES.

Acer Negundo L. Box Elder. Ash-leaved Maple.
Acer rubrum L. Red Maple.
Acer saccharinum L. Silver Maple.
Acer saccharum Marsh. Sugar Maple.
Acer saccharum nigrum Britton. Black Maple.
Acer spicatum Lam. Mountain Maple.
Æsculus glabra Willd. Buckeye.
Æsculus Hippocastanum L. Horse Chestnut.
Amelanchier canadensis Medic. June Berry.
Asimina triloba Dunal. Papaw.
Betula alba laciniata pendula Hort. (Cut-leaved Weeping Birch.)
Betula papyrifera Marsh. Canoe Birch.
Castanea dentata (Marsh) Borkh. American Chestnut.
Catalpa speciosa Warder. Hardy Catalpa.
Celtis occidentalis L. Hackberry.
Cercis canadensis L. Judas Tree. Red Bud.
Chionanthus Virginica L. Fringe-tree.
Cladrastis lutea (Michx) Koch. Yellow Wood.
Cornus florida L. Flowering Dogwood.
Cotinus cotinoides (Nutt) Britton. Smoke-tree.
Crataegus Crus-galli L. Hawthorn.
Crataegus macracantha Lodd.
Crataegus punctata Jacq.
Fagus american Sweet. Beech.
Fraxinus american L. White Ash.
Fraxinus nigra Marsh. Black Ash.
Gleditschia triacanthos L. Honey Locust.
Gymnocladus dioica (L.) Koch. Kentucky Coffee-bean Tree.
Hicoria minima (Marsh) Britton.
Hicoria ovata (Mill) Britton. Shagbark Hickory.
Juglans cinerea L. Butternut.
Juglans nigra L. Black Walnut.
Juniperus virginiana L. Red Cedar.
Liriodendron Tulipifera L. Tulip Tree.
Magnolia acuminata L. Cucumber-tree.
Morus rubra L. Red Mulberry.
Nyssa aquatica L. Pepperridge.
Ostrya virginiana Mill. Ironwood.
Picea canadensis (Mill) B. S. P. White Spruce.
Picea excelsa Link. Norway Spruce.
Picea pungens Engelm. Colorado Blue Spruce.
Pinus divaricata (Ait) Sudw. Jack Pine. Gray Pine.
Pinus montana Mughus Willk. Dwarf Pine.
Pinus resinosa Ait. Red or Norway Pine.
Pinus Strobus L. White Pine. Weymouth Pine.
Platanus occidentalis L. Buttonwood Sycamore.
Populus tremuloides Michx. American Aspen.
Prunus americana Marsh. Wild Plum.
Prunus nigra Ait.
Prunus pennsylvanica L. Red Cherry.
Prunus serotina Ehrh. Black Cherry.
Prunus virginiana L. Choke Cherry.
Pyrus Malus L. Common Apple.
Quercus alba L. White Oak.
Quercus cocinia Wang. Scarlet Oak.
Quercus ilicifolia Wang.
Quercus imbricaria Michx. Shingle Oak.
Quercus macrocarpa Michx. Burr Oak.

Quercus Muhlenbergii Engelm. Chestnut Oak.
Quercus nana (Marsh) Sargent.
Quercus palustris Moench. Pin Oak.
Quercus platanoides (Lam) Sudw. Swamp White Oak.
Quercus rubra L. Red Oak.
Quercus velutina Lam. Black Oak.
Robinia Pseud-acacia L. Common Locust.
Rhus hirta (L.) Sudw. Staghorn Sumach.
Salix pentandra L. Laurel-leaved Willow.
Salix. Wisconsin Weeping.
Sassafras Sassafras (L.) Karst.
Sorbus americana Marsh. American Mountain Ash.
Tilia american L. Basswood.
Tilia europaea L. European Basswood.
Tsuga canadensis (L.) Carr. Hemlock.
Toxylon pomiferum Raf. Osage Orange.
Ulmus american L. American Elm.
Ulmus pubescens Walt. Red Elm. Slippery Elm.
Ulmus racemosa Thomas. Rock Elm.

SHRUBS.

Ceanothus americanus L. New Jersey Tea.
Corylus americana Walt. Hazel-nut.
Cydonia japonica Pers. Japanese Quince.
Euonymus Americana L. Burning Bush.
Euonymus atropurpurens Jacq. Wahoo. Burning Bush.
Hamamelis Virginiana L. Witch Hazel.
Hypericum prolificum L. Shrubby St. John's Wort.
Ilex verticillata (L.) A. Gray. Winter Berry. Black Alder.
Juniperus communis L. Common Juniper.
Lonicera tatarica L. Tatarian Honeysuckle.
Opulaster opulifolia (Benth and Hook).
Philadelphus coronarius L. Mock Orange.
Philadelphus grandiflorus Wilid Rhus aromatica Ait. Fragrant Sumach.
Prunus pumila L. Sand Cherry.
Ptelea trifolia L. Hop-tree.
Pyrus coronaria L. Wild Crab Apple.
Rhus copallina L. Dwarf Sumach.
Rhus glabra L. Smooth Sumach.
Ribes aureum Pursh. Missouri Currant.
Robinia hispida L. Rose Acacia.
Rosa acicularis Lindl. A Wild Rose.
Rosa blanda Ait. A Wild Rose.
Rosa lucida Ehrh. Shining Rose.
Rosa setigera Michx. Prairie Rose.
Rubus canadensis L. Blackberry.
Rubus occidentalis L. Black Raspberry.
Rubus strigosus Michx. Red Raspberry.
Sambucus canadensis L. Purple-berried Elder.
Spiraea salicifolia L.
Spiraea Thunbergii Sieb. & Zucc.
Spiraea VanHouttei Briot.
Staphylea trifolia L. Bladder Nut.
Syringa vulgaris L. Common Lilac.
Syringa persica L. Persian Lilac.
Syringa vulgaris alba Hort. White Lilac.
Taxus baccata L. European Yew.
Tecoma radicans Juss. Trumpet Flower.
Thuya occidentalis L. American Arbor Vitae. White Cedar.
Thuya occidentalis Sibirica Hort. Siberian Arbor Vitae.
Viburnum Opulus L. Snowball.
Viburnum acerifolium L. Maple-leaved Viburnum.
Viburnum cassanoides L.

Viburnum Lantana.
Viburnum Opulus japonicum.
Zanthozylum americanum Mill. Prickly Ash.

VINES.

Celastrus scandens L. Shrubby Bitter-sweet.
Clematis virginiana L.
Lonicera sempervirens L. Scarlet Trumpet Honeysuckle.
Lonicera Sullivantii A. Gray. Sullivant's Honeysuckle.
Parthenocissus quinquefolia (L.) Planch. Virginia Creeper.
Parthenocissus tricuspidata Planch. (Sieb. & Zucc.) Japan Ivy. Boston Ivy.
Vitis aestivalis Michx. Grape Vine.
Vitis cordifolia Lam. Grape Vine.
Vitis indivisa Willd. Grape Vine.
Vitis Labrusca L. Grape Vine.
Vitis riparia Michx. Grape Vine.

SCHOOL GARDENS.

Brief reference was made to "School Gardens" in the last annual report and I deem it wise to present somewhat in detail the work that is being done in this country and in foreign countries along the line of nature study and agriculture.

It is my opinion that in the past we have taken a narrow view of the function of the public school. We have been endeavoring to give our children intellectual training only and have neglected their physical and moral development. It is only in recent years that particular attention has been given to these phases of education. We have also made the mistake of attempting to train the intellect simply by the use of text-books. The subject of botany has been taught for many years, but only in exceptional cases where a teacher has been imbued with the true teaching spirit have the children been brought into real contact with nature as it is. The subjects of mathematics and geography have been taught as abstract propositions with little or no application to the real facts of life and to the earth as it actually is. During recent years the subject of nature study has been discussed in educational meetings and so called nature study has been introduced into many schools, but too often the work has been a failure because the teachers have attempted to present nature without bringing the children into actual and living contact with the outside world. As I said in my former report, it appears to me that a school garden in connection with every public school is a fundamental pre-requisite to true nature study and the study of agriculture.

Function of the Public School.

Nature study and agriculture are not synonymous terms. Nature study consists largely in the observation of forms, phenomena, and facts. Agriculture, primarily, is the art of raising products from the soil. Agriculture, then, contributes food and clothing and includes the tilling of the soil, forestry, horticulture, and floriculture. It is both a business and an art. As an art it is more closely related to the sciences than any other vocation, and includes a knowledge of physics, geography, botany, zoology, entomology,

Nature Study and Agriculture.

physiology, and chemistry. As a business it is at the foundation of all material prosperity. The shipment annually to foreign countries of more than a billion dollars worth of agricultural products has given the United States a foremost position among the nations of the earth, and this is but the beginning. When agriculture has become a science and has been developed to its utmost America will not only rank as among the first, but *the* first nation in the world. We find few people who believe that "anybody" can be a farmer. All are rapidly coming to realize that intelligence, ingenuity, and skill may have full play on the farm. Why not develop agricultural skill, ingenuity, and intelligence in the public schools?

HISTORY.

The idea of a school garden is not new. "King Cyrus, the elder, (559-529 B. C.) laid out the first school gardens in Persia, in which the sons of noblemen were instructed in horticulture. King Solomon (1015 B. C.) possessed extensive gardens, which we now term botanical gardens, for the purpose of instruction as well as ornament." The botanical gardens of Italy have been known for many years. There is a record of one in Tuscany in 1525 A. D. The cities of Venice, Milan, and Naples had extensive gardens. Comenius, the great educator, maintained that one "should be connected with every school so that children at times can leisurely gaze on trees, flowers, and herbs and be taught to enjoy them." Rosseau advanced the idea of a school garden in his "Emile" published in 1762. Pestalozzi and Froebel recommended light gardening for the larger children in connection with the play for younger ones. About 1840 school gardens were first established in the larger German cities, and in 1848 one was connected with the school for girls at Worms.

The Austrian imperial school law of 1869 prescribes that "when practicable a garden and a place for agricultural experiments shall be established in every rural school." In Austria-Hungary in 1898 there were over 18,000 school gardens. In the province of Styria no school is established without a garden. In this province the authorities distribute annually, free of charge, a large supply of cuttings, all kinds of seeds, both for flowers and vegetables. **Austria.**

In Switzerland school gardens have been in operation during the past twenty years and the federal government now assists in their support. Each normal school in Switzerland maintains a model school garden, which is cultivated and cared for by the students. **Switzerland.**

In France a decree was passed in 1887 that no plan of a school building in the country, to which the State contributes, shall be accepted unless a garden be attached, and here as in Switzerland model school gardens are found at the normal schools of Besancon, Nancy, Limoges, Rennes, Toulon, and Lyons. After the course of study has been completed many French normal schools send their students to the agricultural schools to acquire practical training in agriculture that will fit them for teaching in the rural schools. **France.**

In Belgium the study of horticulture is compulsory and the school

law requires that every school shall have a garden containing at least thirty-nine and one-half square rods. The government makes appropriations annually for the support of the gardens and for prizes in the schools that have excelled in the study of agriculture.

Belgium.

In Sweden a royal circular in 1869 required gardens averaging from seventy to one hundred fifty square rods to be laid out, and it is said that at the present time practically every school in Sweden has its school garden.

Sweden.

In Russia 7,450 school gardens were maintained in 1898. The introduction of this system began immediately after Emperor Alexander II liberated the serfs in 1861. The land owners began by donating small tracts of land which were set apart as public gardens and in these gardens the peasants were taught to raise vegetables, the care of fruit trees, the raising of the silk worm, and in nearly every instance an apiary was maintained in connection with the garden. In time, gardening associations were organized and now there are several hundred of these, each receiving a subsidy from the government.

Russia.

It will be seen that our competitors in agricultural lines have begun at the foundation to train an agricultural people. When we consider these facts we no longer wonder why it is that the people of foreign lands when they come to our shores to secure homes prove themselves to be thrifty, skillful farmers, and very quickly outstrip the average American farmer; for it is true that in Michigan we have farmers who came from Holland, Germany, Sweden, and Norway, who have settled upon land which the Yankee farmer will not touch and upon these lands have created beautiful homes and have caused the land to blossom as the rose. It appears to me that with all our boasting in regard to the excellence of our public schools we have yet to learn one of the most important educational lessons.

AGRICULTURAL SCHOOLS IN FRANCE.

In 1882 instruction in agricultural was made obligatory in the elementary schools of France and prior to that time it had been systematically taught in their agricultural colleges and in the normal schools. Several courses of study have been promulgated in France and most of these have been copied in the reports of the United States Commissioner of Education, to which reference is here made. The following quoted from the report of the Commissioner of Education for 1897-98 gives in the main the course of study that has been and is employed:

Art. 1. The programme of agricultural instruction in the rural elementary schools and in the elementary normal schools shall be as follows:

(1) Vegetation, soil, climate.—A general view of vegetation, life of vegetables, different methods of reproduction (seeds, buds, etc.). Soils, their nature and physical properties. Influence of climate and agricultural zones.

(2) Principal operations in agriculture.—Fertilizing substances, tillage, ecobuage (lifting and burning the turf filled with roots, etc.). Instruments of cultivation. Drainage and irrigation and watering. Sowing and transplanting. Harvesting and preservation of crops. Influence of heat and light. Breaking up pastures, etc. Inclosures, country roads, wagons, and buildings.

(3) Crops and vegetables of interest to France.—Cereals, beans, oil, fabric, and color producing plants, forage plants, pasture, curing. Roots to be used as

food or in industrial processes (sugar, alcohol). Parasitic plants and animals. Bushes. Propagation, seed beds, grafting, etc. Fruit trees, elementary forestry.

(4) Domestic animals useful to agriculture.—General principles. Cow, horse, pig, etc. Fowls, silkworms, bees.

(5) Agricultural economy.—Capital, renting, working on shares, proprietorship, buying and locating a farm. Rotation of crops. Influence of various circumstances upon agricultural systems. Starting out. Bookkeeping.

(6) Horticulture.—Division of horticulture in three parts, viz., fruit garden, vegetable garden, flower garden. Parasites of garden crops.

This course of study of course is varied to meet the needs of any locality. It is taught in all its phases in the normal schools and only in an elementary form in the rural schools. The following is the suggested program for elementary work:

Elementary Primary.

Elementary course (7-9 years). First lessons in the garden and school.

Middle course (9-11). Ideas appropriate to what the child has read, object lessons and excursions with the purpose of familiarizing pupil with soils, fertilizers, tillage, and common implements.

Higher course (11-13). More methodical instruction upon tillage, implements, drainage, fertilizers of all kinds, sowing, harvesting, domestic animals and bookkeeping. Ideas about horticulture, propagation, tree culture, and grafting.

The following course is what may be called the advanced course:

Superior Primary.

Complementary course (boys and girls over 13). Same programme as for following, but less developed.

Higher primary schools (for boys and girls). Practical ideas about vegetation, and the duration of growth, and reproduction (seeds, buds, grafts). Different kinds of land, manures, and their use and rotation. Experience with and use of agricultural implements and machines. Principal operations in agriculture, such as breaking up land, planting, transplanting, drainage, and irrigation. Principal crops of France and of the locality. Diseases of plants: parasites, legumes, fruits, flowers; use of sash. Training and pruning fruit trees; care of domestic animals; bee culture.

I have copied these in order to place before the people in a brief way the scope of the work in agriculture in France. The French minister of education in speaking of the work in agriculture in the normal schools says: "It is not to be understood that the normal schools are to be turned into 'agronomic institutions' because agricultural instruction is given an 'honorable place' in their course of study. What is necessary is that the graduates when they become teachers shall carry to the elementary schools an exact knowledge of the soil, the means of improving it, the methods of cultivation, the management of the farm and of the garden. It is sufficient if they can teach in the elementary school the elements of agriculture, give wise counsel in the neighborhood, and if necessary, combat effectively routine and prejudice."

AGRICULTURAL SCHOOLS IN RUSSIA.

In Russia short courses are given in the imperial agricultural schools for public school teachers. These short courses run from one to one and a half months. These short courses of study consist of actual practical work and lectures delivered by the several professors of the college. Certificates are given to the teachers showing what work they have done

and that they are qualified to teach the subject in the rural schools. Similar plans are in operation in the other continental countries of Europe.

The following quotation from Mr. W. A. Alexandrov in his pamphlet on school gardens in 1896, says:

"School gardens are very desirable institutions at public schools on pedagogical grounds, for emphasizing their scientific and educational features in a direction necessary for farmers' children. In school gardens consisting of nursery, orchard, kitchen garden, apiary, silkworm hatchery (in southern Russia), and an ornamental plow field, and also an excursion made for the purpose of studying natural history and agriculture, the school teachers could in a short time design a short and practical course of natural history as an introduction to agricultural education. The teacher, leading pupils to the desired end through investigations and experiments at the school garden and during the excursions, is in a position to promote the conscious acquirement of knowledge, and consequently the development of the mind for an independent activity, and to give to the pupils a more serious view of his relations to natural objects and phenomena and to his own observations. For all children, and for peasants' children especially, it is necessary, first of all, to learn to observe, then to note what they observe, to classify their observations, in order to understand why and wherefore this or that happens, to deduce from these observations and experiments natural laws and fundamental principles, and thus to learn to examine deeper the surrounding objects. Besides, school gardens are very desirable for peasants' children from an educational point of view. In working together with the teacher, or separately at their sections in nurseries or kitchen gardens, at the trees in the orchards, or at the bee hives in apiaries, they get into the habit of working consciously and practicing economy in exploiting the gifts of nature."

United States.

In the various parts of the United States the people have come to appreciate the value of the school garden. Good examples are to be found in parts of New York and Pennsylvania. An excellent school garden is maintained in connection with the State Normal School at Los Angeles, California, another at the State Normal School of Utah. A number of cities, such as Cleveland and Dayton, Ohio, Medford and Boston, Mass., have arranged gardens in connection with the public schools. There is not space here to enumerate what has been done in this country but it is sufficient to say that the matter is still in its infancy. While Europe has established more than 150,000 school gardens mainly for the economic value as related to the actual pursuit of agriculture and the training of farmers, we in this country will naturally emphasize the purely educational value, but we must not lose sight of the economic value.

SIZE AND ARRANGEMENT OF SCHOOL GARDENS.

The school garden should be located adjoining or as near as possible to the regular school grounds. One attached directly to the school ground would be of greater value for educational purposes than one at a distance.

Soil.

A soft, sandy loam of sufficient depth is probably best for gardening purposes. Moderately sandy or clayey soil may be transformed into garden soil if properly fertilized and carefully worked. It would be an ideal thing if a small pond could be arranged in the garden, but in many instances this could not be done. In villages and cities where there is a system of water works

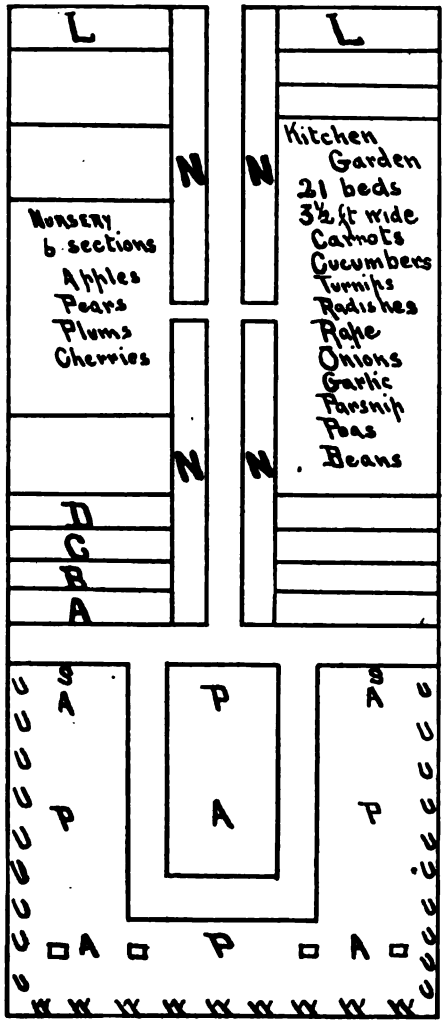
this could easily be arranged and would add beauty to the plot and give an opportunity for the cultivation of aquatic plants.

The size of the garden depends upon local conditions, number of pupils, and value of the land. In this country a school garden should not consist ordinarily of less than one-fourth of an acre and this may be increased according to the needs of the school. I take it for granted that the school ground itself is separate from the garden and is of proper size for playground and ornamental purposes. The garden itself should be surrounded by a picket fence or by a closely woven wire fence at least five feet high. Gates should be constructed at the most convenient points of entrance. Size.

As to the arrangement of the garden, this may be left very largely to the judgment of the teacher and the school board. If for instance, we have one-fourth of an acre in the garden the plot may be four rods wide and ten rods long. A walk six feet wide should be constructed through the center of the garden, lengthwise, and then cross walks arranged at convenient intervals so as to afford easy access to all parts of the plot. I would not advise surrounding the garden by a hedge of any kind as the roots of hedge shrubbery extend into the soil many feet and absorb a large amount of moisture. The walks may be made of broken stone, gravel, or cinders, as the case may be, and should be carefully constructed. After the walks have been constructed the balance of the land may be divided into plots, having one for such shrubs as currants, gooseberries, raspberries, another plot for strawberries, another for fruit trees, and the remainder of the land given up to small plots for individual pupils, and in these small plots the pupils may plant flowers, vegetables of any kind that they desire, each being held responsible for the cultivation and products of his own plot. The size of individual plots will vary but on an average they may be three feet by ten feet. Arrangement.

Summing up what has been said under this division we will suggest that each garden may have the following sections: the tree, botanical, vegetable, flower, and ornamental sections.

The following cut is a plan of the model school gardens of the primary schools in Russia arranged for exhibition grounds at Nishni-Novghrod in 1896, and adapted from the report of the Commissioner of Education of the United States:


L
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Kitchen Garden
21 beds
3½ ft wide
Carrots
Cucumbers
Turnips
Radishes
Rake
Onions
Garlic
Parsnip
Peas
Beans
Nursery
6 sections
Apples
Pears
Plums
Cherries
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I would make very little distinction between the gardens for rural schools and those for villages and city schools, as the plants and the manner of culture and the purposes to be gained are practically the same. Besides the plants above mentioned, grape vines, hops, dwarf fruits, and some of the textile fibre producing plants may be included.

The actual care and culture of the garden may be done during two or three hours in the week, as it probably would not be necessary to spend more time than that after the garden was once started. The children can divide the noon and recess hours between play and work in the garden and thus avoid the necessity for taking any time before or after school when the parents might need the children at home. As a rule the children in the rural districts arrive at the schoolhouse at least thirty minutes before school calls. These thirty minutes could be devoted to the care of the garden to the great benefit of both the children and the school. **Time for Cultivation.**

In city and village schools the garden may be cared for by the pupils of the lower grades only. Having learned the beneficial lessons they will carry their value with them through the high school course. It is not necessary here to give a detailed plan of cultivating the soil and preserving the seed and harvesting the crops, as these will easily care for themselves as the children come to them.

A notice giving the name of the child in charge should be attached to each bed or plot. It is probable that the work will naturally divide itself because the girls will be best adapted to the care of vegetables and flowers, particularly the latter, while the boys will be best adapted to the care of the shrubbery, trees, and heavier vegetables. As was said above, each child may select and plant according to pleasure, but a certain uniformity should be pursued for the sake of the appearance, that is, a certain part of the garden should be set aside for the flowers, another part for vegetables, another for shrubbery, and ornamental plants.

MANAGEMENT.

The management of a school garden will primarily rest with the teacher, but the school board and especially the director should be the constant helper and adviser of the teacher. Under present conditions few of our teachers have had an opportunity for special agricultural instruction and they will need the advice and counsel of the director. I take it that our teachers will be as ready to receive instruction as the director will to give it. The mothers of the school district will be vitally interested in this matter and will give the teacher the benefit of their experience. It is my firm belief that the establishment of a school garden in connection with every rural school will do more to produce a real school home and to make the school the real social center of the community than all other means and forces combined. The teacher must have, of course, a broad view of the work to be done, and this view can be gained only by thorough and exhaustive study, by careful planning of the work, and by carefully bringing the pupils into close touch with every plan and proposition. The plan to be worked out must cover the entire year and not merely the school year, and each year will require a new plan or changes and supplements to the old. Committees must be appointed whose duty it will be **Sociological Effect.**

to care for the garden during the summer months, this committee to be in constant touch with the school board when the teacher is absent.

The sole purpose of the school garden is educational:

First,—To give an opportunity to apply the theories learned from books.

Second,—To cultivate habits of order, regularity, and neatness.

Third,—To create a love for nature.

Fourth,—To create a respect for honest toil.

The teacher should keep a simple day-book, recording receipts and expenses, and general notes of experiments tried. Each pupil should also keep his own notebook, jotting down his time, the names of the plants or flowers or vegetables, the time of planting, time of harvesting, and if the product is sold, the amount received. This will be an excellent opportunity to teach simple bookkeeping.

In measuring the fence, the walks, the plots of ground, and estimating the area, etc., the pupils will have fine opportunity to apply their work in mathematics, and the records they make will give a good drill in language, spelling, and penmanship. The whole purpose of the garden, it will be seen, is educational and the education is of an intensely practical nature.

Implements.

The following implements should be purchased and each child carefully instructed in their use and care: hoes, both broad and narrow bladed; garden trowels; garden rakes, large and small; potato fork; spade; grass sickle; measures of various kinds, such as the pint, quart, peck and bushel, and with these a small weighing scale and a spring balance that will weigh up to the amount of at least ten pounds; a few sharp knives and several pairs of blunt scissors. All these can be purchased at small cost and if properly cared for will last for years.

INSTRUCTION.

As has been pointed out, the matter of instruction as connected with the school garden will begin with the laying out of the grounds and from that time everything done will have its educational as well as economic value. The end and aim of the school garden is not for revenue or utility but for purposes of instruction and education. It is true that the industry of the pupils will usually be rewarded in a material way, as the vegetables, berries, fruits and flowers grown may be sold, and they have their market value. The instruction will necessarily divide into two parts:

First,—Nature study.

Second,—Agriculture.

Under the first head, or nature study, we have observation work. The flower for instance, will be grown for its beauty, its fragrance, and for its subtle influence in creating a love for the beautiful and an unconscious desire to be pure in everyday life. The watch-word of all our schools will be "No instruction without observation." One author has defined nature study to be "Learning those things in nature that are best worth knowing to the end of doing those things that make life most worth living." From this standpoint nature study is important and its study need not be confined to the school grounds or the school garden but in these places it may simply be stimulated so that wherever the child goes he will

Nature Study Defined.

carry with him the beautiful thoughts derived, and with the beautiful thoughts will come ambitions and ideals that may one day lift him to the plane of real life.

The second division of instruction, the agricultural, will aim first to cultivate habits of order, regularity, punctuality and neatness; second, to give specific training in the doing of certain things and create a love for the pursuit of agriculture. Purpose of Agriculture.

In connection with the germination, growth, and development of plants will come a second branch of agriculture which may be classed under the head of science or entomology. The habits, characteristics and qualities of insects and small animals will be discovered. The children will become familiar with those that are useful, as well as those that are injurious, and as a natural result will undertake the study of the science of protecting their gardens against these destructive agencies. At this point the teacher can introduce the subject of spraying plants, the preparations to be used, time of the year to be used, etc.

COURSE OF STUDY.

As we view the subject, nature study pertains almost entirely to observation work, the observation of natural phenomena and surroundings with little reference to scientific study and practical utility the main purpose being to create the habit of observation, of seeing clearly and definitely the objects which surround us, and to arouse a spirit of curiosity in the pupil. This work of course may be continued to a greater or less extent through an entire curriculum but special attention should be given to it in the primary or first four grades. Purpose of nature Study.

The following outline is simply general and its adaptation must be left to the individual teacher and the means at hand for work. It will be noted that nature study is divided for the primary grades into fall, winter, and spring study, while the elementary agriculture for intermediate and grammer grades is not so divided. It will be observed however, that in the work of elementary agriculture the teacher should present the several objects of knowledge at the proper time of the year when people are naturally engaged in the operations to be studied, and in this connection the necessity for a school garden of at least a small area will be apparent. It is to be noted further that this work is to be in connection with the general work of the school, so far as the practical application of the several branches studied can be made, and that no specified hour every day will be observed, but that one or more periods each week may be given up to specific instruction along these lines, proper notes and records being made by the students.

With this brief discussion, we present the following suggestive course:

PRIMARY GRADES.

General—Simple nature study, or the observation of habits, colors, and uses of plants, flowers, trees, insects, animals, birds.

NOTE.—This work must be done with object lessons and with excursions into the fields and forests.

FALL.

(Thought—Preparation for winter.)

Color; fields, trees, sky, birds, flowers, leaves, and fruits. Collect, press, and mount leaves.
Preparation of plants for winter.
Dissemination of a few common seeds; milkweed, stick-tight, burr, maple, and dandelion, the latter in both spring and fall. Insect homes; leaf rollers and miners, galls, tents, nests of wasps, bees, ants.
Fruits; apples and apple-like fruits, stone fruits, nuts, and berries.
Moths and butterflies; preparation for winter.
Recognition of a few fall flowers.
Migration of birds.
Domestic animals.

WINTER.

(Thought—Resting of soil, plants, animals.)

Color; snow and shadows, bare fields, forests, fruits.
Plant passivity; how plants and animals pass the winter.
Study and comparison of dry seeds.
Study and comparison of buds.

SPRING.

(Thought—Awakening of nature.)

Color; opening buds and leaves, flowers, birds, insects.
Recognition of a few common flowers.
Wild birds, as the robin, English sparrow, crow, oriole; food, habits, nesting habits, use to man, and spring migration of birds.
Spring awakening of life.
Observe what crops the farmers plant and watch the development.
Moths and butterflies.
Insects' homes continued.
Simple talks on the weather, cloud forms, and temperature, throughout the year.
Garden work; plant common vegetables, also flower garden.
Appropriate stories and poems throughout the year.

ELEMENTARY AGRICULTURE.

Intermediate Grades.

Study of common garden plants and vegetables.
Conditions of germination, habits of growth, and uses.
Preparation of soil for planting the same.
Methods of planting, methods of cultivation, and methods of harvesting.
How plants feed from the air; examples.
How plants feed from the soil.
Sap currents.
Parts of the plant and general function of each, beginning with the root.
Injurious and beneficial insects.
Selection and preservation of seeds.
Names and uses of common farm crops. Prices of same.
The terms annual, biennial, and perennial explained and illustrated.
Kinds of roots, kinds of stems, root crops.
Weeds and how destroyed.
Recognition of forest trees, wild flowers, and plants.
Study of birds from the standpoint of utility.
Weather charts of temperature, winds, storms, sunshine, length of day and night.
Use and care of garden implements.

Grammar Grades.

Origin of soil, elements of soil, effect of subsoil on soil.
Proper tillage for gardens, and fields.
How water rises in the soil—experiments to show capillary attraction in the soil.
Qualities of soil to hold moisture.
Methods of drainage, irrigation.
Fertilization of soil.
Fertilizers, how and when used.
The flower and the seed.
Pollination.
Plant propagation by cuttings, layers, budding, and grafting—whip and cleft.
Planting and pruning fruit trees. When? Why?
Common diseases of plants. Remedies, spraying, etc.
Kinds and uses of the various farm crops.
Proper soil for best results from each crop.
Rotation of crops. Why?
Methods of planting and harvesting farm crops. Caring for same.
Farm tools and machines and their care.
Care of domestic animals.
Proper rations for different farm animals.
Influence of climate.
Orchard and ornamental trees.
Farm bookkeeping.
As reference books for this work I would recommend the following:
Agriculture for Beginners by Burkett, Stevens & Hill; Ginn & Company.
First Principles of Agriculture by Goff & Mayne; American Book Company.
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Elements of Agriculture by L. H. Bailey; McMillan Company.
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Nature Study and the Child by C. B. Scott; D. C. Heath & Co.

These works do not deal with nature study proper, but each touches important lessons in agriculture. All of them should be in each school library.

Naturally the lessons in nature study and agriculture will be given out of doors, as has been indicated above. It is ridiculous to think of giving a lesson in nature study or in agriculture in the schoolroom or from books. Books are helpful in giving suggestions and may be used as guides but they do not afford the actual field for study. The opportunities for experiments, for examination, for tests of various kinds, will be many. It will be impossible to suggest here precisely what can be done, but tests in fertilizing, tests in pruning and spraying, are easily given. The rotation of crops may easily be illustrated. Topics in language work and conversational exercises will be numerous. All these exercises will afford an opportunity to render the senses more acute, develop thought and judgment, and arouse interest in everything pertaining to education.

EDUCATIONAL AND ECONOMIC VALUE.

In presenting this subject for the consideration of the people and teachers I am mindful of the efforts that have been directed toward harmonizing school instruction with the demands of practical life. At its last meeting the State Grange passed a resolution that "the course of study for rural schools shall include the teaching of such practical studies as will be particularly beneficial to the boys and girls from the farm, namely; nature study, the elements of agriculture, the use and care of tools, and landscape gardening." State Grange.

FALL.

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Color; fields, trees, sky, birds, flowers, leaves, and fruits. Collect, press, and mount leaves.
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I am mindful of the fact also that all people do not agree as to what is practicable for a course of study and of the fact that the child's school life is limited and that we are attempting to teach more separate subjects at the present time than the child can well manage. We must remember too that the patrons of our rural schools are a busy, hard-working class of people; that they actually earn their living "by the sweat of the brow;" that the valuation of the average rural school district is not over $45,000; and that the revenues for school purposes are limited. But against this proposition we must also remember that there are opportunities for education in the country that can be had "without money and without price" that are more valuable, if utilized, than anything that the city can purchase with all its wealth, and on this basis we recommend the school garden. The establishment of a school garden in connection with a rural school will necessarily answer the demand of the State Grange.

Garden Work.

"Garden work, properly directed and managed with pleasure and understanding, promotes industry, attention, judgment, skill, and self-reliance; it develops the sense of order, cleanliness, punctuality, beauty, responsibility and duty, and consequently forms the foundation for a firm will and self-reliant action, or in other words, for a moral character." These words of a great educator after years of experience certainly indicate to us both the educational and economic value of the school garden.

Social Equality.

While the children of the rich and of the poor sit side by side in the same schoolroom and receive instruction from the same teacher, they do not necessarily learn the great lesson of social equality, but when they stand side by side and engage in tilling the soil they learn that "in work there is no shame" and that the real man is the same, whether clad in overalls or in broadcloth. These are the lessons in my judgment that the children of America cannot learn too early.

It is admitted by educators in our cities that there is a lack of physical training for the children, consequently we have introduced manual training and gymnastic exercises. To my mind, the manual training in the city is a natural co-partner with school gardening. The commands "Hips firm," "Right face," have been overworked in the city schoolroom and without material benefit to the children. Actual employment and particularly out-of-door employment must take the place of calisthenics if we are to secure healthful development of childhood.

Counting the Cost.

It is possible there are those who will question the wisdom of this plan of work. Some will say, "What about the cost?" This is too often the cry of the taxpayer who is intent upon his own selfish purposes, and too often the politician takes up the cry to further his selfish aims. In some cases it costs more not to spend money than to spend it, and in my judgment this is one of the cases. Is it not true that too many of our young people and older ones as well look upon education simply as a means of getting money? Many say, "We cannot afford it" and at the same time forget that at least one-third of the money expended for schools in Michigan during the past year was worse than wasted. I mean the money that was improperly taken for the services of school officers, services which were never rendered; the money that was paid for inex-

perienced and poor teaching; the money that was paid in the purchase of fuel in an endeavor to heat buildings that were improperly constructed and with no means of ventilation so that the health of the children was endangered and in many instances ruined. We spend money in all these ways without ever once thinking that we have thrown it away, or that instead of producing a lasting benefit we have produced a lasting damage to the lives of our children.

The question of expense is secondary. The dominant question is What do the children need? What will they need as they grow to manhood and womanhood in the twentieth century? When this question has been answered the question of the expenditure of school funds will be answered also.

There are always those who stand by and say, "It can't be done," and if the progress of the world during the last two hundred years had depended upon this class of people we would still be in the midst of the dark ages. The sentiment of a certain superintendent in the state of Illinois, who began the work of decorating the school grounds and of establishing a school garden will be expressed probably by many teachers, and every teacher who does express himself in that way will surely succeed: "I did not at first know just how, but I knew that we should do it." That tells the whole story. No comments are necessary and it is needless to say that the superintendent mentioned, with the co-operation of his teachers and pupils, has worked a revolution in the city in the schools over which he presides. **Croakers.**

In entering upon this work we must all be mindful of the two precepts which have guided and controlled the work of the school gardens in Europe:

First,—Each garden is to be adapted to its own environment.

Second,—Begin on a small scale and enlarge from year to year.

In this connection I cannot refrain from recommending that the course of study in each of the four normal schools in Michigan should include an elementary course in agriculture and further that the State Agricultural College should give a short course, continuing through six weeks of the summer vacation, said course to be adapted especially to the needs of rural school teachers.

In closing, I believe that the results in scholarship, in manners and morals, in good health and good citizenship, that are possible to be derived from attaching a school garden to every school in the state of Michigan are almost beyond the power of imagination. I believe, also, that the teachers and school officers of Michigan are equal to this task. What can be done in Sweden, in Russia and Austria, can certainly be done in the United States, and especially in Michigan.

to care for the garden during the summer months, this committee to be in constant touch with the school board when the teacher is absent.

The sole purpose of the school garden is educational:

First,—To give an opportunity to apply the theories learned from books.

Second,—To cultivate habits of order, regularity, and neatness.

Third,—To create a love for nature.

Fourth,—To create a respect for honest toil.

The teacher should keep a simple day-book, recording receipts and expenses, and general notes of experiments tried. Each pupil should also keep his own notebook, jotting down his time, the names of the plants or flowers or vegetables, the time of planting, time of harvesting, and if the product is sold, the amount received. This will be an excellent opportunity to teach simple bookkeeping.

In measuring the fence, the walks, the plots of ground, and estimating the area, etc., the pupils will have fine opportunity to apply their work in mathematics, and the records they make will give a good drill in language, spelling, and penmanship. The whole purpose of the garden, it will be seen, is educational and the education is of an intensely practical nature.

Implements.

The following implements should be purchased and each child carefully instructed in their use and care: hoes, both broad and narrow bladed; garden trowels; garden rakes, large and small; potato fork; spade; grass sickle; measures of various kinds, such as the pint, quart, peck and bushel, and with these a small weighing scale and a spring balance that will weigh up to the amount of at least ten pounds; a few sharp knives and several pairs of blunt scissors. All these can be purchased at small cost and if properly cared for will last for years.

INSTRUCTION.

As has been pointed out, the matter of instruction as connected with the school garden will begin with the laying out of the grounds and from that time everything done will have its educational as well as economic value. The end and aim of the school garden is not for revenue or utility but for purposes of instruction and education. It is true that the industry of the pupils will usually be rewarded in a material way, as the vegetables, berries, fruits and flowers grown may be sold, and they have their market value. The instruction will necessarily divide into two parts:

First,—Nature study.

Second,—Agriculture.

Under the first head, or nature study, we have observation work. The flower for instance, will be grown for its beauty, its fragrance, and for its subtle influence in creating a love for the beautiful and an unconscious desire to be pure in everyday life. The watch-word of all our schools will be "No instruction without observation." One author has defined nature study to be "Learning those things in nature that are best worth knowing to the end of doing those things that make life most worth living." From this standpoint nature study is important and its study need not be confined to the school grounds or the school garden but in these places it may simply be stimulated so that wherever the child goes he will

Nature Study Defined.

carry with him the beautiful thoughts derived, and with the beautiful thoughts will come ambitions and ideals that may one day lift him to the plane of real life.

The second division of instruction, the agricultural, will aim first to cultivate habits of order, regularity, punctuality and neatness; second, to give specific training in the doing of certain things and create a love for the pursuit of agriculture. Purpose of Agriculture.

In connection with the germination, growth, and development of plants will come a second branch of agriculture which may be classed under the head of science or entomology. The habits, characteristics and qualities of insects and small animals will be discovered. The children will become familiar with those that are useful, as well as those that are injurious, and as a natural result will undertake the study of the science of protecting their gardens against these destructive agencies. At this point the teacher can introduce the subject of spraying plants, the preparations to be used, time of the year to be used, etc.

COURSE OF STUDY.

As we view the subject, nature study pertains almost entirely to observation work, the observation of natural phenomena and surroundings with little reference to scientific study and practical utility the main purpose being to create the habit of observation, of seeing clearly and definitely the objects which surround us, and to arouse a spirit of curiosity in the pupil. This work of course may be continued to a greater or less extent through an entire curriculum but special attention should be given to it in the primary or first four grades. Purpose of nature Study.

The following outline is simply general and its adaptation must be left to the individual teacher and the means at hand for work. It will be noted that nature study is divided for the primary grades into fall, winter, and spring study, while the elementary agriculture for intermediate and grammer grades is not so divided. It will be observed however, that in the work of elementary agriculture the teacher should present the several objects of knowledge at the proper time of the year when people are naturally engaged in the operations to be studied, and in this connection the necessity for a school garden of at least a small area will be apparent. It is to be noted further that this work is to be in connection with the general work of the school, so far as the practical application of the several branches studied can be made, and that no specified hour every day will be observed, but that one or more periods each week may be given up to specific instruction along these lines, proper notes and records being made by the students.

With this brief discussion, we present the following suggestive course:

PRIMARY GRADES.

General—Simple nature study, or the observation of habits, colors, and uses of plants, flowers, trees, insects, animals, birds.

NOTE.—This work must be done with object lessons and with excursions into the fields and forests.

FALL.

(*Thought—Preparation for winter.*)

Color; fields, trees, sky, birds, flowers, leaves, and fruits. Collect, press, and mount leaves.
Preparation of plants for winter.
Dissemination of a few common seeds; milkweed, stick-tight, burr, maple, and dandelion, the latter in both spring and fall. Insect homes; leaf rollers and miners, galls, tents, nests of wasps, bees, ants.
Fruits; apples and apple-like fruits, stone fruits, nuts, and berries.
Moths and butterflies; preparation for winter.
Recognition of a few fall flowers.
Migration of birds.
Domestic animals.

WINTER.

(*Thought—Resting of soil, plants, animals.*)

Color; snow and shadows, bare fields, forests, fruits.
Plant passivity; how plants and animals pass the winter.
Study and comparison of dry seeds.
Study and comparison of buds.

SPRING.

(*Thought—Awakening of nature.*)

Color; opening buds and leaves, flowers, birds, insects.
Recognition of a few common flowers.
Wild birds, as the robin, English sparrow, crow, oriole; food, habits, nesting habits, use to man, and spring migration of birds.
Spring awakening of life.
Observe what crops the farmers plant and watch the development.
Moths and butterflies.
Insects' homes continued.
Simple talks on the weather, cloud forms, and temperature, throughout the year.
Garden work; plant common vegetables, also flower garden.
Appropriate stories and poems throughout the year.

ELEMENTARY AGRICULTURE.

Intermediate Grades.

Study of common garden plants and vegetables.
Conditions of germination, habits of growth, and uses.
Preparation of soil for planting the same.
Methods of planting, methods of cultivation, and methods of harvesting.
How plants feed from the air; examples.
How plants feed from the soil.
Sap currents.
Parts of the plant and general function of each, beginning with the root.
Injurious and beneficial insects.
Selection and preservation of seeds.
Names and uses of common farm crops. Prices of same.
The terms annual, biennial, and perennial explained and illustrated.
Kinds of roots, kinds of stems, root crops.
Weeds and how destroyed.
Recognition of forest trees, wild flowers, and plants.
Study of birds from the standpoint of utility.
Weather charts of temperature, winds, storms, sunshine, length of day and night.
Use and care of garden implements.

Grammar Grades.

Origin of soil, elements of soil, effect of subsoil on soil.
Proper tillage for gardens, and fields.
How water rises in the soil—experiments to show capillary attraction in the soil.
Qualities of soil to hold moisture.
Methods of drainage, irrigation.
Fertilization of soil.
Fertilizers, how and when used.
The flower and the seed.
Pollination.
Plant propagation by cuttings, layers, budding, and grafting—whip and cleft.
Planting and pruning fruit trees. When? Why?
Common diseases of plants. Remedies, spraying, etc.
Kinds and uses of the various farm crops.
Proper soil for best results from each crop.
Rotation of crops. Why?
Methods of planting and harvesting farm crops. Caring for same.
Farm tools and machines and their care.
Care of domestic animals.
Proper rations for different farm animals.
Influence of climate.
Orchard and ornamental trees.
Farm bookkeeping.
As reference books for this work I would recommend the following:
Agriculture for Beginners by Burkett, Stevens & Hill; Ginn & Company.
First Principles of Agriculture by Goff & Mayne; American Book Company.
James Practical Agriculture by Professor James; D. Appleton & Company.
Elements of Agriculture by L. H. Bailey; McMillan Company.
Principles of Agriculture by I. O. Winslow; American Book Company.
Nature Study and the Child by C. B. Scott; D. C. Heath & Co.

These works do not deal with nature study proper, but each touches important lessons in agriculture. All of them should be in each school library.

Naturally the lessons in nature study and agriculture will be given out of doors, as has been indicated above. It is ridiculous to think of giving a lesson in nature study or in agriculture in the schoolroom or from books. Books are helpful in giving suggestions and may be used as guides but they do not afford the actual field for study. The opportunities for experiments, for examination, for tests of various kinds, will be many. It will be impossible to suggest here precisely what can be done, but tests in fertilizing, tests in pruning and spraying, are easily given. The rotation of crops may easily be illustrated. Topics in language work and conversational exercises will be numerous. All these exercises will afford an opportunity to render the senses more acute, develop thought and judgment, and arouse interest in everything pertaining to education.

EDUCATIONAL AND ECONOMIC VALUE.

In presenting this subject for the consideration of the people and teachers I am mindful of the efforts that have been directed toward harmonizing school instruction with the demands of practical life. At its last meeting the State Grange passed a resolution that "the course of study for rural schools shall include the teaching of such practical studies as will be particularly beneficial to the boys and girls from the farm, namely; nature study, the elements of agriculture, the use and care of tools, and landscape gardening." State Grange.

I am mindful of the fact also that all people do not agree as to what is practicable for a course of study and of the fact that the child's school life is limited and that we are attempting to teach more separate subjects at the present time than the child can well manage. We must remember too that the patrons of our rural schools are a busy, hard-working class of people; that they actually earn their living "by the sweat of the brow;" that the valuation of the average rural school district is not over $45,000; and that the revenues for school purposes are limited. But against this proposition we must also remember that there are opportunities for education in the country that can be had "without money and without price" that are more valuable, if utilized, than anything that the city can purchase with all its wealth, and on this basis we recommend the school garden. The establishment of a school garden in connection with a rural school will necessarily answer the demand of the State Grange.

Garden Work.

"Garden work, properly directed and managed with pleasure and understanding, promotes industry, attention, judgment, skill, and self-reliance; it develops the sense of order, cleanliness, punctuality, beauty, responsibility and duty, and consequently forms the foundation for a firm will and self-reliant action, or in other words, for a moral character." These words of a great educator after years of experience certainly indicate to us both the educational and economic value of the school garden.

Social Equality.

While the children of the rich and of the poor sit side by side in the same schoolroom and receive instruction from the same teacher, they do not necessarily learn the great lesson of social equality, but when they stand side by side and engage in tilling the soil they learn that "in work there is no shame" and that the real man is the same, whether clad in overalls or in broadcloth. These are the lessons in my judgment that the children of America cannot learn too early.

It is admitted by educators in our cities that there is a lack of physical training for the children, consequently we have introduced manual training and gymnastic exercises. To my mind, the manual training in the city is a natural co-partner with school gardening. The commands "Hips firm," "Right face," have been overworked in the city schoolroom and without material benefit to the children. Actual employment and particularly out-of-door employment must take the place of calisthenics if we are to secure healthful development of childhood.

Counting the Cost.

It is possible there are those who will question the wisdom of this plan of work. Some will say, "What about the cost?" This is too often the cry of the taxpayer who is intent upon his own selfish purposes, and too often the politician takes up the cry to further his selfish aims. In some cases it costs more not to spend money than to spend it, and in my judgment this is one of the cases. Is it not true that too many of our young people and older ones as well look upon education simply as a means of getting money? Many say, "We cannot afford it" and at the same time forget that at least one-third of the money expended for schools in Michigan during the past year was worse than wasted. I mean the money that was improperly taken for the services of school officers, services which were never rendered; the money that was paid for inex-

perienced and poor teaching; the money that was paid in the purchase of fuel in an endeavor to heat buildings that were improperly constructed and with no means of ventilation so that the health of the children was endangered and in many instances ruined. We spend money in all these ways without ever once thinking that we have thrown it away, or that instead of producing a lasting benefit we have produced a lasting damage to the lives of our children.

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In closing, I believe that the results in scholarship, in manners and morals, in good health and good citizenship, that are possible to be derived from attaching a school garden to every school in the state of Michigan are almost beyond the power of imagination. I believe, also, that the teachers and school officers of Michigan are equal to this task. What can be done in Sweden, in Russia and Austria, can certainly be done in the United States, and especially in Michigan.

A LAST WORD.

The Superintendent does not conceal the fact that in a certain sense he regrets to lay down this work even though it may go into better hands. The work is of a magnitude and importance only known and appreciated by those who thoughtfully consider the field, and the opportunities which exist are such as challenge the best efforts of any one who is at all public spirited. It is never true that any work is as good as it may be made by further effort, and there will always be large and important interests to care for in this as in all the departments of the State government.

One element of regret will be the parting with the good friends made during the past four years and especially the true and faithful members of the office force, every one of whom has so loyally supported the Superintendent in all his undertakings. No Superintendent can hope to carry on the work of this office without the constant and watchful provision and supervision of the Deputy Superintendent who, in the nature of the case, must be held responsible for the work of carrying out the routine business of the office and executing the policies of the Superintendent; the latter, in turn, being the only one who is directly responsible to the people. I therefore record here my high appreciation of the efficient and successful work done by Mr. Walter H. French in this capacity. He has most faithfully, loyally, and efficiently represented the Superintendent in all his official acts, and by the true and manly qualities he has shown in this work can the sure prophecy be made of his future advancement along the lines of his chosen calling.

And again this word of grateful acknowledgment would not be complete unless it should include mention of the loyal support given the Department by teachers and school officers, school commissioners, superintendents, and principals of graded schools, the faculties of the normal schools and denominational colleges, the president and faculty of the agricultural college, the president and regents of the university. All have loyally cooperated in advancing the work, and whatever has been gained is by the united effort of all these willing workers.

To my worthy successor, Hon. P. H. Kelley, the work is relinquished with the most sincere wish for the largest success in his work.

Very truly,

EDUCATIONAL INSTITUTIONS.

In the previous reports of this administration we have included special reports of the University of Michigan, Normal Schools, Michigan Agricultural College, and the Michigan College of Mines, which are usually considered as the only purely educational institutions supported by the State.

In the annual report for 1902 brief mention was made of the work of the Industrial School for Boys and the State Public School, but in this report I desire to speak of the institutions which are sometimes classed as charitable, and call attention to the fact that the Michigan School for the Blind and the Michigan School for the Deaf are not charitable institutions but are purely educational and should be classed with those in the first list here given.

The Industrial School for Boys and the Industrial School for Girls partake of two natures, educational and reformatory. The State Public School at Coldwater is an educational institution but may properly be termed a charitable institution. The other purely charitable institutions of the State would include our asylums and the home for the epileptic.

For the purpose of giving to the public specific information in regard to the Michigan School for the Deaf, Michigan School for the Blind, the State Public School, Industrial School for Boys, and the Industrial School for Girls, the Department entered into correspondence with each of these institutions, and the following reports contain the information which we have secured:

MICHIGAN SCHOOL FOR THE DEAF.

1. The Michigan School for the Deaf is under control of a Board of Trustees appointed by the Governor and confirmed by the Senate. The present members of the Board are:

Robert L. Warren, Ann Arbor, President.
A. L. Wright, Bad Axe, Secretary.
C. S. Brown, Flint, Treasurer.

2. The value of the property of the institution at the last inventory was $634,513.59. The present inventory will not be completed for some weeks yet but will probably be $15,000 more than this.

3. The total number of instructors and assistants are forty-eight, thirty-six being in school proper, two teachers of art, one of physical culture, and nine teachers of trades. As far as I know only one or two of our teachers have had experience in teaching in the public schools, almost all of them having started out with the intention of being teachers of the deaf and taking special training to fit themselves for it.

4. The number of students receiving instruction in our high school department last year was exactly fifty, twenty-four male and twenty-six female. The whole number of pupils in attendance last year was three hundred ninety-seven.

5. Our course of study is almost identical with that in the public schools with the following exceptions: We begin lower down than they

do and our graduates as a rule are from one to two more years lower than the corresponding grades in the public schools. We pay very much more attention to mechanical drawing and art, and possibly to physical culture, than is done in most public schools, but we make no attempt whatever to teach any language except the English and our graduates are about a year behind the graduates of the high schools. The distinctive difference between our methods of instruction and those of high schools are those imposed by the fact that our pupils cannot hear, and therefore instruction in music or anything requiring hearing is out of our reach.

6. Every pupil in this school from the sixth grade up is required to spend four hours a day in learning some trade. Our trades are all kinds of woodwork, shoe-making, harness-making, printing in all its branches including stereotyping and chalk plate engraving, tailoring, baking, house decorating and house painting of all kinds, plain sewing and dressmaking, millinery, art embroidery, pyrography, wood carving, drawing, basket making, cooking, and housework.

7. There are 1,473 persons who have received more or less instruction in the institution and have left it for good. A large number of these did not graduate but only had partial instruction. The records of this school in its earlier years make no difference between these, and we are unable to tell you how many have graduated.

As far as we have been able to get in touch with our past pupils, which includes nearly fifty per cent of them, they have been unusually successful in supporting themselves, and only three so far as we ever heard have been dependent upon others, and these three have other afflictions besides their deafness. They are scattered all over the country from Michigan to the Pacific coast, and so far as we can hear, they are doing well.

8. In the primary grades pupils are in school four hours a day and study half an hour to an hour at night; in the higher grades they are in school three and one-half hours and study two hours at night.

9. Every pupil past the sixth grade works four hours ever school day in the shop learning some useful trade.

10. The pupils of this school are unusually easy to manage. In the last twelve years there has only been one case of corporal punishment and two expulsions. All cases calling for more severe discipline than reproof, detention after hours, or standing up during school time, are referred to the superintendent, and the discipline is usually fitted to the case in hand, the aim being to make the child feel that he is responsible for his act and must suffer the natural consequences of it.

11. The great aim of all of our instruction, and the most difficult part of it, is to give a free and ready command of the English language and incidentally to teach such things as will fit a pupil for the after life. With the deaf, the ability to express themselves in written language and to understand written or printed English is of the utmost importance and exceedingly difficult to get.

12. The general aim and purpose of this school is to make a pupil an upright, self-respecting, honorable citizen, and while we fail sometimes, the percentage of our school is higher than is usual in other schools.

Sincerely yours,

(Signed) F. D. CLARKE,
Superintendent.

MICHIGAN SCHOOL FOR THE BLIND.

1. The Michigan School for the Blind is under the control of a Board of Trustees as follows:

T. W. Crissey, Midland, President.
F. H. Rankin, Flint, Secretary.
Elgin Mifflin, Lansing, Treasurer.

2. The value of the property belonging to the institution is estimated $160,420.

3. Fifteen instructors and assistants are required. The instructors are required to be college graduates and the assistants are usually graduates of the institution.

4. All the regular instructors have previously had two years or more of actual teaching in the public schools.

5. All the students in the institution receive academic instruction.

6. The course of study for all the students is practically the same as for our public schools except that no foreign languages are included. The course of study is as follows:

Primary.

Literary.	Musical.	Industrial.
	First Year.	
Kindergarten.		Bead Work.
Reading.	Rote Songs.	Rattan.
Number Work.		
	Second Year.	
Reading.		
Writing and Spelling.	Rote Songs.	Rattan.
Number Work.		
English.		
	Third Year.	
Reading.		
Writing and Spelling.	Rote Songs.	Hammock.
Arithmetic.	Piano (el.)	Netting.
Geography.	Braille notation.	
English.		
	Fourth Year.	
Reading.		
Writing and Spelling.	Rote Songs.	Hammock.
Arithmetic.	Piano.	Netting.
Geography.	Braille notation.	Raffia.
English.		Sewing.

Intermediate.

	Fifth Year.	
Reading.		Sewing.
Spelling.	Singing.	Broomshop.
Arithmetic.	Piano.	Sloyd.
Geography.		
English.		

Sixth Year.

Reading.		
Spelling.	Singing.	Sewing.
Arithmetic.	Piano.	Broomshop.
Geography.	Violin (el.)	Sloyd.
English.		

Seventh Year.

Reading.		
Spelling.	Singing.	Sewing.
Arithmetic.	Piano.	Broomshop.
Geography.	Harmony (el.)	Sloyd.
Grammar.	Violin.	
English.		

Eighth Year.

English.		
U. S. History.	Singing.	Sewing.
Arithmetic.	Piano.	Broomshop.
Grammar.	Harmony (el.)	Sloyd.
Spelling.		

High School.

Year.	Semester.	Studies.
I	1st	Algebra.
		English.
		Physiology.
	2nd	Algebra.
		English.
		Gen. History.
II	1st	Algebra.
		English.
		Gen. History.
	2nd	Algebra.
		English.
		Gen. History.
III	1st	Am. Literature.
		Geometry.
		Phys. Geography.
	2nd	Rhetoric.
		Geometry.
		Civil Government.
IV	1st	Eng. Literature.
		Eng. History.
		Physics (elect).
		Pol. Economy (elect).
		Psychology (elect).
		Moral Science (elect).
	2nd	Same as 1st.

Musical and Industrial.

Musical.	Industrial.
	First Year.
Chorus.	
Voice Culture (elect).	Tuning.
Piano.	Repair and Construction.
Harmony.	Domestic Science.
Orchestra (elect).	

Second Year.

Chorus.
Voice Culture.
Piano.
Harmony (adv).
Orchestra.
Tuning.
Repair and Construction.
Domestic Science.

Third Year.

Chorus.
Voice Culture.
Piano.
Pipe Organ (elect).
Counterpoint.
Musical History.
Orchestra.
Tuning.
Repair and Construction.
Domestic Science.

Fourth Year.

Chorus.
Voice Culture.
Piano.
Pipe Organ.
Musical History.
Orchestra.
Tuning.
Repair and Construction.
Domestic Science.

Twenty-four units constitute a high school course, a unit being a semester's work in one subject.

7. It is impossible to tell how many persons have completed the work of this institution and have gone out into the world and entered the actual work of life. That is, it is impossible to tell how many of these have been able through their instruction here to become self-supporting. It is estimated, however, that nearly all persons who have received training in this school are self-supporting.

8. The number of hours given to academic work is six, and three hours each day are given to special training.

9. The discipline maintained is practically the same as in any school or college.

The following quotation from the law governing the institution gives its object:

"The object of this institution is to fit pupils as far as may be for useful citizenship. A good citizen possesses a good moral character, intelligence, and the ability, in part at least, to support himself.

"The school authorities aim to make prominent such instruction as will tend to secure these desired qualifications. As a means to this end, it is believed that the following are requisite:

1. "A system of discipline that promotes regularity of habits and secures the exercise of self control.

2. "A course of study, practical as well as comprehensive, that will develop the powers of thought and educate the pupils.

3. "Such care of the body as will result in the best muscular and physical development; this being attained by learning and practicing some useful and remunerative handicraft, together with such an amount of recreation as may be possible, not only in the gymnasium but as well in the open air on the grounds. For these reasons a system of instruction which combines the teaching of ethics, intellectual training, and hand labor in the shops or work room is adopted, in all of which each pupil will be required to take part according to his ability.

"The Board of Control will arrange the course of study for all pupils

connected with the school. It should comprehend a period of twelve years, and shall be arranged in twelve grades, each grade being intended to require one school year's work of an average pupil. A supplemental course of two years or grades may also be arranged for the benefit of advanced and worthy pupils, but the privilege of pursuing such advanced course shall in every case be entirely subject to the discretion of the Board of Control.

"The course of study shall not be altered or amended without the authority of the board.

"The boys will be assigned times for systematic exercise in the gymnasium and grounds, and regular periods for work in the shop.

"The girls will be expected to take part in work assigned them in the sewing room and elsewhere as well as gymnasium practice.

"The work and exercise of both boys and girls will be under the supervision of a regular teacher, and will form a part of the daily program."

"This institution is supported by the State. It is not an asylum, but a well appointed school, and maintained for the purpose of affording as far as may be a practical education. Blind persons and those whose defective sights prevents them from receiving instruction in the public schools are received as pupils, but no person of imbecile or unsound mind or of confirmed immoral character will knowingly be received, nor will those who prove incapable of progress be retained, nor those persistently disobedient and incorrigible. Residents of this State are admitted without charge for tuition, board, lodging, washing, medicines, or medical attendance. Applicants for admission from other states may be admitted, but such are required to pay a sum in excess of the necessary expenses.

"The school year begins the first Monday in September and continues forty weeks. There is a short holiday vacation. Every effort is made to give thorough instruction, and nearly all those branches taught in the public schools of the State are taught at this school and several trades and occupations, including cooking for the girls, are also taught.

"Especial pains will be taken to secure that exercise and consequent bodily development necessary to good health, and earnest efforts are made to correct the unnatural and peculiar postures and habits which so frequently accompany blindness.

"The greatest possible care is taken of the health of pupils. A trained nurse is constantly employed. In case of any illness the pupil is immediately removed to the hospital, a separate building, away from the noise of school and from the possibility of contagion, where under the direction of a competent physician, regularly employed, the most careful treatment and nursing are bestowed.

"*These advantages are free to every blind person in Michigan who is of suitable age and mental capacity.*

"All that friends of the pupils are expected to do is to pay the traveling expenses and furnish approved, suitable, and sufficient clothing. If they are unable to do this, such necessary clothing will be furnished by the State."

Yours respectfully,

(Signed) CLARENCE E. HOLMES,
Superintendent.

STATE PUBLIC SCHOOL.

1. The State Public School is under the control of a Board of Trustees consisting of:

Frank M. Stewart, Hillsdale, President.
N. A. Reynolds, Coldwater, Secretary and Treasurer.
J. D. Shull, Tecumseh.

2. The estimated value of the property of the institution is $250,000.

3. There are nine cottages, each controlled by managers selected on account of special mental and physical fitness for the care and supervision of children.

There are five teachers employed who are normal school or college graduates.

4. Four hundred seventeen children were enrolled during the past year; 85 to 90 per cent of these receive regular instruction in the day school.

5. The school is not so closely graded as the public schools but much more individual work is done than generally can be done in the public schools. The result being that our children make more rapid progress while with us than children usually do when attending the public school.

6. We have no course established for special training.

7. The following is a summary of the movement of the population of the school:

Received since the school opened in May, 1874		5,392
In families on indenture at time of last meeting	1,207	
In families on indenture that have become operative since last meeting	18	
In families on trial	50	
Placed in families and residence unknown for over one year	37	
Total from whom reports are to be obtained	1,312	
Remaining in the institution at this date	170	
Total present wards of the school	1,482	
Returned to counties by order of the Board	666	
Died in families and at the school since May, 1874	194	
Adopted by proceedings in the Probate Courts	585	
Have become twenty-one years of age	341	
Girls married	170	
Restored to parents	581	
Declared self-supporting	1,373	
Totals	5,392	5,392
Number of children received since last meeting	12	
Number of children placed in families since last meeting	13	

8. Five hours daily are given to academic instruction.
9. The children are taught to work in the various departments according to age and ability.
10. The discipline is strict but humane. Corporal punishment is forbidden, except by permission by the superintendent in writing.
11. It is the aim of this institution to fit children with an education sufficient for the ordinary business activities and to make them good law-abiding and useful citizens.
12. A very large percentage of children who have been inmates of this institution are now self-supporting and many of them filling positions of honor and trust in nearly every walk of life.

Respectfully,

(Signed) J. B. MONTGOMERY,
Superintendent.

THE INDUSTRIAL SCHOOL FOR BOYS.

1. This institution is under the control of a Board of Trustees, consisting at present of:

Governor Aaron T. Bliss, Ex-Officio.
William McPherson, Jr., Howell, President.
Franklin P. Sayre, Flushing, Secretary.
Horatio H. Larned, Lansing, Treasurer.

2. The value of the property is estimated at $374,942.23.
3. Thirteen lady teachers are employed and forty-five officers and assistants in other departments.
4. Nearly all the teachers have had experience in teaching in the public schools.
5. The present number of boys in the institution is 725.
6. The average age is fourteen years.
7. The boys are in the institution on an average of two years each.
8. We teach only the common branches.
9. Four and a half hours each day are given to school work and four and a half hourse to industrial work.
10. The discipline is firm but kind.

"The aim of the institution is to give the boys the benefit of a good school four and a half hours a day and to teach some trade four and a half hours a day in order to make them self-supporting and law-abiding citizens when they shall reach the age of maturity."

(Signed) J. E. ST. JOHN,
Superintendent.

STATE INDUSTRIAL HOME FOR GIRLS.

1. Our Board of Guardians consists of:
   Governor Aaron T. Bliss, Ex-Officio.
   Gilbert Hart, President, Detroit.
   Mrs. May S. Knaggs, Secretary, Bay City.
   Fred. C. Bowerfind, Treasurer, Adrian.
2. The present valuation of property is $243,623.62.
3. The average number of instructors and assistants is thirty-five. Good health, moral and religious training, a common school education, and a good general knowledge in the discharge of household affairs, are necessary qualification of our instructors and assistants. All of our teachers have had previous experience in teaching in public schools.
4. An average number of 352 inmates receive daily instruction in the common school branches. Inmates are from eight to twenty-one years of age.
5. The instruction given to inmates is in housekeeping, cooking, sewing, knitting, dressmaking, and all useful duties of the household, together with a common school education. Our course of study is similar to that of the public schools and takes pupils to the ninth grade. The branches taught are reading, writing, spelling, arithmetic, grammar, physiology, history, geography, botany, and civil government.
6. In regard to special training:

We have a class in domestic science consisting of thirty-two pupils each day for four months, making a total of ninety-six pupils each year; a class in sewing with an average number of forty-two pupils; a class in dressmaking with an average number of sixteen pupils; a class in instrumental music constituting an orchestra and a brass band, and consisting of fifty girls; vocal instruction for all, and military training for all.

7. Fourteen hundred girls have completed the work of the institution, and entered the actual work of life. Of this number 75 per cent are good women.
8. Three and one-half hours are devoted each day to purely educational training.
9. Three and one-half hours are devoted each day to special training.
10. The character of the discipline is reformative, and is maintained through work, educational and religious training, including moral instruction.
11. The aim and purpose of the institution as regards purely educational training is to give each inmate a common school education.
12. The general aim and purpose of the institution is the reformation of juvenile female offenders, training them for good housekeeping and home-making.

All of which is respectfully submitted.

MARY C. JOHNSON,
Acting Superintendent.

FIRST ANNUAL MEETING OF COMMISSIONERS.

The Superintendent had been considering for some time the advisability of calling a meeting of the county commissioners to consider questions pertaining particularly to the work of the commissioners and of the Department, and to promote a general acquaintance and better understanding among the commissioners. Thirty-two responded to the call for September 10-11, 1903.

On the afternoon of the 10th several of the commissioners met in the office of the Superintendent and engaged in a general discussion of school matters particularly affecting their work.

In the evening the meeting was called to order in the Senate Chamber at eight o'clock. The Superintendent gave a short informal address which was followed by the discussion of several questions of school law.

The recent Supreme Court decision that a teacher's certificate must cover the entire period for which her contract is executed was read and commented upon.

Following this came the matter of teachers' examinations. It was conceded that according to law, unless some extraordinary condition prevents, the board of examiners must hold its meeting to grant certificates on the Saturday of the week following the examination, as the law prescribes. It was also thought best that the commissioner should keep a record separate from the regular examination register in which should be recorded the date of board meeting and items of business transacted and the per diem for members of the board.

The question of granting special certificates provoked much discussion but the commissioners generally agreed that the law means what it says in section 4813, that but one special certificate can be granted to a person during his lifetime.

In the matter of renewing certificates the Department interpreted the law to mean that a third grade certificate could be renewed but once; a second grade any number of times, provided the standings were sufficient and the person had been continuously and successfully teaching.

In regard to the transferring of second grade certificates there appeared to be a variety of views, but the general consensus of opinion seemed to be that no renewed certificate was transferable, but that the holder of an original second grade certificate might have it transferred from one county to another by having the papers transferred and examined as the law provides. In connection with this it was thought that the intent of the law is that the commissioner should keep all second grade papers on file for three years and no longer, because after that period they could be of no further use to the teacher, and that third grade certificates cannot be transferred from one county to another.

Friday morning the meeting was called to order at 9:30 with the State Superintendent in the chair.

The matter of meetings of the examining board was discussed for a few minutes, the question being raised as to who has authority to call a meeting of the board. It was decided that primarily the authority is

with the commissioner but any member of the board might legally call a meeting.

The first regular topic for discussion was "Methods of Visitation," and Commissioner R. D. Bailey presented some very valuable thoughts in relation to this work.

The topic of "Office Days" brought forth considerable discussion as to the great amount of work to be done by the commissioner and the necessity for an office assistant. It was the general opinion that the office day is very important and should not be neglected on any account.

The next topic for consideration was the question of teachers' institutes and whether the plan should be changed by holding them during the school year. This provoked an animated discussion and many commendatory words of the present plan. It was generally agreed that with the exception of inspiration institutes they should be held during the summer. The traveling institute was commended highly by Commissioners Ketcham and Wagner.

The scarcity of teachers and the remedy therefore was discussed freely by Commissioners Laing, Swain, Burnham, Townsend, Ketcham, and Kaercher. The plan of granting special certificates to persons who have failed at the regular examination was criticised sharply, and it was suggested that if the examining board were satisfied that there would be a scarcity of teachers they should pass all persons at the regular examination who were by any means qualified to hold certificates or to teach.

In considering the relation of the county commissioner to the institute the State Superintendent at this time expressed his appreciation of the work of the commissioners and stated emphatically that the success of the institute depended more upon the commissioner than upon any other, or all other, persons.

The last topic before the noon recess was "The Consolidation of Districts" and the relation of the commissioner thereto. In connection with this the question of what constitutes maintaining a school within the provisions of the Constitution provoked a large amount of discussion, Commissioners Swain, Knooihuizen, Reed, and Blackney presenting various phases. There seemed to be a strong sentiment that the Constitution is too restrictive and that it might be interpreted so as to give districts having a small number of pupils the opportunity to send the children into other districts and pay the transportation and tuition, which act would constitute the maintenance of a school by the district. This position was considered untenable by Deputy Superintendent French and others, and at the close of the discussion the idea seemed to prevail that under the present conditions the only remedy for the weak school is to consolidate the territory with other districts.

After the noon recess Mr. French spoke upon the matter of reports to the Department, calling attention to the fact that the quarterly report of the county commissioner should be filed with the Department promptly at the end of each quarter and that there is no excuse for delay in this matter. He called attention to the reports of school directors and cautioned the commissioners that neither they nor township clerks have authority to change the census as reported by the director, but that the director himself must be called upon to make this correction. Either the township clerk or the county commissioner has authority to correct clerical errors in these reports, and he advised that the commissioner,

instead of sending the report back to the director for correction, should insist that the director come to his office with the records and make the corrections there.

Hon. H. R. Pattengill being present at this session was then called upon and gave an admirable talk upon the work of the commissioner and his opportunity. His talk was interesting, pleasing, and forceful, and left a deep impression upon his hearers.

After Mr. Pattengill's address the Superintendent called attention to the new Library List which will soon be shipped from the Department to them and to the necessity for accuracy in making institute vouchers. He suggested, also, that it would be well to supply each teacher and school officer with a list of apparatus provided for by law and especially to warn officers against purchasing charts and other apparatus not in their power to purchase and not essential to the welfare of the schools.

It was announced that the selection for the eighth grade examination in reading for next May is "Paul Revere's Ride." A few minutes were taken for discussing the subject of examinations and several advocated that the teachers' examinations, instead of being based upon an entire subject, should treat in succession the various divisions of each subject, thus making the examination more searching but less difficult. No decision was reached in regard to this matter, but the unanimous opinion seemed to be that the present plan in regard to examinations in reading and theory and art are highly satisfactory.

The last subject was "The Teachers' Reading Circle" which was discussed by almost every commissioner present. It was the judgment of most that one of the books pursued should be a professional book and the emphatic opinion that the other should be selected with reference to general culture for the teacher.

This closed what we believe was one of the most important educational meetings recently held in the State. The only reason for regret is that all the commissioners were not present. Several wrote to the Superintendent stating that illness prevented their attendance. Many others, however, offered no excuse for their absence. It is probable that this meeting will be repeated during the next year, and a meeting has already been called for the Commissioners of the Upper Peninsula at Marquette, in connection with the meeting of the Upper Peninsula Educational Association. Space does not permit mention of all the topics discussed as the commissioners seemed to come prepared to ask and answer questions. Hundreds of questions were asked some of which were satisfactorily answered and others not. At the close of the meeting the Superintendent gave a short address expressing his feelings toward the rural schools and towards teachers and commissioners particularly. Altogether the occasion was a very happy one.

SECOND ANNUAL MEETING OF COMMISSIONERS.

On September 16 and 17, 1904, forty commissioners reported to the call of the Department for a meeting in the Senate Chamber to discuss items of school interest. It is perhaps not too much to say that those commissioners who were not present missed very much by way of helpfulness, instruction, and inspiration.

Commissioner Osborne of Arenac county led in the discussion of the county normal training class and demonstrated clearly the value of this plan. It seems to be the unanimous opinion of the commissioners from the counties where the schools have been established that a great step has been taken toward the improvement of our schools through the increased opportunities for the training of teachers.

Commissioner Johnson of Genesee county gave a statement of the conditions in Genesee county where the plan of centralizing the schools has been attempted. He stated that in three communities from two to four districts had been consolidated, central schools established, and transportation provided for pupils; that the plan was working to the satisfaction of all concerned; and he stated further that a large number of other communities in his county were seriously considering the adoption of the plan. He urged upon commissioners that they should arrange for public meetings in various parts of their counties for discussing this question and getting the facts squarely before the people.

Commissioner Zimmer led in the discussion of the subject of teachers' examinations and provoked a large amount of discussion as to certain phases of school law. The following interpretations of the law seemed to be agreed upon by the commissioners present:

1. That school boards under the law have no power to employ a person who does not hold a certificate granted by legal authority.
2. That the rules governing teachers' examinations, sent out by the Department, are binding upon every county and must be followed strictly.
3. That no certificate of any kind can be granted to any person who has not arrived at his eighteenth birthday.
4. That no person can write the subjects for the teachers' examination before arriving at said legal age and have the standings carried over until some later time.
5. That the third grade examination must be written at one sitting, while under the regulations of the Department two examinations may be permitted for first and second grade certificates.
6. That the renewal of a second grade certificate when issued cannot under the law be transferred from one county to another.

Under the general discussion other points of school law were involved and discussed from various standpoints by the commissioners. It was, however, agreed that according to a correct interpretation of the statutes:

1. Every school district must maintain school five months or be deprived of all funds from all sources whatsoever.
2. That school funds can only be used for the transportation of pupils within the boundaries of the district.

3. That no district has power to use the public funds for the transportation of pupils nor the paying of tuition outside of the district, except as provided in Act 190 of 1903, which gives permission to send pupils who have completed the eighth grade outside the district.

Other points of school law of minor importance were discussed at various times.

On Friday evening Hon. Perry F. Powers gave an address before the commissioners. Mr. Powers held before them a true ideal of what the commissioner may be. His talk was an inspiration to everyone present and a unanimous vote of thanks was extended to him for his kindness and encouraging words.

Among other subjects discussed the causes for the present scarcity of teachers, teachers' institutes, collecting institute fees, and needed legislation were discussed at some length. It seemed to be the consensus of opinion that the scarcity of teachers is mainly due to the fact that young people can secure better salaries in other lines of work than in teaching and for this reason the ranks of the teaching force are being depleted.

Commissioner Crispe discussed the subject of eighth grade examinations and the following recommendations were presented for formal action by the commissioners:

1. That the Department should continue to prepare the questions and regulations.
2. That twenty questions should be given but each question should be shorter in its scope.
3. That the local management should be left to the commissioner of schools under the general direction of the State Superintendent.
4. That it was not necessary to have the examination questions easier but that they should require shorter time for completing the answers.
5. That the examination in civil government and spelling be made easier.
6. That the minimum standing should remain as at present and that the date of the examination should be the first Thursday and Friday in May.

After a considerable discussion of the subject of teachers' examinations the Department was requested to submit a revised set of the rules governing examinations and of the program of the examination. This revised list was submitted on Saturday morning and rules three and thirteen as formerly given on Examination Form No. 2 were revised so as to permit the examining board to give out the set of questions one at a time. Rule thirteen was revised making the program mandatory. In the program of subjects questions on the State Manual and Course of Study and on School Law were transferred to the afternoon of the second day of the examination. The rules as thus revised were unanimously adopted.

It was moved that it is the sense of the meeting that a fixed allowance should be made by law for the expenses of the commissioner and that a law should be passed making the commissioner of schools an auditor of the books and records of the several districts in his county. It was further suggested that the law should be amended so that when any school district has failed to maintain school for three years in succession that the board of school inspectors of the township should have power to proceed to attach the territory of the district to other adjoining districts.

Under the discussion of school libraries the Department called the attention of the commissioners to the fact that in many counties the moneys collected as penal fines in the several courts of the county are diverted either by the county treasurer or by the board of supervisors to other purposes, and this in clear and open violation of both the constitution and the statute. The constitution provides that all moneys collected as penal fines and recognizances shall be apportioned to the several townships and school districts for library purposes under the direction of the Superintendent of Public Instruction. Neither county treasurer nor board of supervisors have any control whatever over these fines. It was recommended that the several commissioners should inspect the dockets of the prosecuting attorney and several justice courts of their county and determine the amount of money that has been collected during the year and then see to it that this money is apportioned as library fund.

Attention was called, further, to section 4762 of the Compiled Laws which covers the points just mentioned and provides that all these moneys shall be exclusively applied to the support of township and district libraries and to no other purpose. The Department, also stated that under this statute township boards have no control over these funds and that when apportioned they must be used as above stated. School districts that have voted to establish libraries are entitled to share in the distribution of these moneys, and in townships where there are no township libraries all library moneys go to the school districts in said township that support libraries and to no others. Attention was called, also to the fact that many township clerks and county treasurers disregard the instructions of the Department in apportioning this money, and the commissioners were urged to see to it that these officers obey the law and the instructions sent them.

Attention was called to the case of Moile vs. Watson, 60 Michigan, 415, in which the question of the power of subordinate officers to change the directions of the Superintendent of Public Instruction was considered and decided in the following language:

"The money, under such certificate, was received by the county treasurer, and paid over by him, as he had received it, to the township treasurer, who is the respondent.

It will be noticed that the direction for its payment was made by the Superintendent of Public Instruction under the statute, and this instruction followed the money into the hands of the township treasurer, and no other or further apportionment was necessary to be made. Indeed, none could be made by the township clerk.

He could neither alter nor modify the doings of the Superintendent of Public Instruction in the premises."

Mrs. Spencer, State Librarian, was present and gave an explanation of the traveling library system and urged the commissioners to make use of this State provision for the improvement of their libraries and for the purpose of giving opportunity to select the best reading matter.

Hon. Henry R. Pattengill, former Superintendent of Public Instruction, was present during the entire session and gave many suggestions of value to the commissioners. His presence is always an inspiration to commissioners and teachers.

The fact that in many school districts in the State a large amount of money has accumulated in the hands of the school district treasurer

was stated by several commissioners. They also stated that the said treasurers were in the habit of loaning these moneys and putting the interest collected thereon into their own pockets. The Department called the attention of the commissioners to the fact that such action on the part of school treasurers was clearly illegal, and that if any public funds were loaned and interest collected said interest must go into the public fund of the school district and must not under any circumstances be retained by an individual officer. The law controlling this matter is found in section 1198 and 1199 of the Compiled Laws which provides that every public officer receiving public money "shall keep the same separate and apart from his own money and shall not commingle it with the money of any other person, firm or corporation, nor shall he allow the money to be used for any purpose other than provided by law, nor loan the same to any person, firm or corporation without legal authority so to do." The following section (1200) states specifically that "interest accruing upon such public money shall belong to and constitute a general fund of the state, county, or other public or municipal corporation as the case may be."

The Department especially called the attention of the commissioners to the provisions of these sections, or Act 131 of 1875, "An act to provide for the safekeeping of public moneys." The commissioners were urged to see to it that the school officers in their county and the township officers so far as they are connected with the schools, should be informed as to their powers and duties under the law, and the Department explicitly stated that it is the duty of the commissioner of schools to know how the money is used and in what condition the books are kept in every school district in his county.

Altogether the meeting was very profitable and pleasant and it seemed to be the unanimous opinion that the plan of holding a meeting in the early part of the school year should be continued.

COMMISSIONERS' MANUSCRIPT REPORTS.

In addition to the regular statistical report for the year 1904 required from county commissioners of schools, the Department requested a special manuscript report, discussing briefly the following topics:

(a) Character of educational meetings held in the county.
(b) Sentiment of the people in regard to consolidation of schools.
(c) How can agriculture best be taught?
(d) What have your teachers done in manual training?
(e) Employment of child labor. (See Act 113 of 1891.)

Space does not permit the giving of these manuscript reports from all, but I give below the reports verbatim from a number of the counties in the State, these being as nearly as possible representative of the general conditions.

ALPENA COUNTY. JAMES A. CASE, COMMISSIONER.

(a) We have no county organizations except the reading circle and the annual institute. We have held no meetings except the Farmers' Institute, at which our county schools were quite fully discussed.

(b) This subject has been quite freely discussed with the result that sentiment is against it. The subject of good roads is receiving much attention and these have much to do with school consolidation. Our winters are long and severe and much drifting of snow occurs: people prefer schools nearer home.

(c) This is something new to us. I think it important. Each district should secure an acre of land in addition to present school lot and let the instruction on this subject be both scientific and practical. I suppose our candidates for teachers' certificates should be required to pass an examination on the subject. A teacher capable of teaching our boys and girls how to successfully and profitably grow garden "sass" would in my opinion be preferable to one that could not, even if the latter had a smattering of algebra and general history.

(d) Our teachers have little time for manual training and would meet with opposition if they attempted it.

(e) No children are illegally employed in the townships in this county.

BARRY COUNTY. JOHN C. KETCHAM, COMMISSIONER.

(a) The educational meetings in this county for the past year are classified as follows: two institutes, one county association, three local associations, forty-two reading circle meetings and a number of evening meeting under the charge of the Farmers' Institute and the Grange. All these meetings were well attended and each did its full share in advancing the educational interests of the county in its particular line. The same general plan will be followed for the coming year, omitting the long institute. In fact the establishment of the Western Normal School at Kalamazoo and the normal training class at Hastings will place within easy reach of our young people so much better opportunities for getting the training the long institute is intended to supply that we expect such institutes will rarely be demanded in the future.

Your attention is particularly called to the possibilities for spreading good educational sentiment by means of the local Farmers' Institutes. For the past two or three years educational topics have been given a prominent place upon the programs of the local meetings of the Farmers' Institute in this county and the results have been very beneficial. In my judgment, a portion of the institute fund could be judiciously expended in securing a good schoolman with a message to take a regular series of topics before our local institutes the coming winter. The relations existing between those in charge of the Farmers' Institute and those in charge of the educational interests of the county are such that this recommendation can be put into effect if it meets with your approval.

(b) This question is a live one among our people and they are looking up every phase of the question carefully. In one township, Carlton, the sentiment is very strong in favor of consolidation. The difficulty lies in getting any one district to take the initiative. One small district of this township had its schoolhouse demolished by cyclone recently and the district meeting to decide the question of rebuilding may prove the beginning of consolidation for the township. In Barry township an attempt was made to consolidate four districts into one and while the vote was practically a unanimous one for such action in the largest and most vitally interested district, it is yet in abeyance in the other three districts concerned. An effort will be made to bring the matter to a decision before the opening of the new school year.

(c) Two things are necessary in order that agriculture shall be taught in our rural schools. First, a strong sentiment among those interested in favor of such teaching. Second, a corps of teachers who have had special training in methods of teaching agriculture. Farm and stock journals through their editorials pages are creating the needed sentiment and those interested in education must supply the needed teachers. County normal training classes, rural school departments of normal colleges and the Agricultural College are the means in sight to supply the required training.

(d) Miss Alice Marsh of Detroit acted as instructor in our long institute last summer and as a part of her work gave our teachers some instruction in some of the simpler forms of weaving, raffia work, basket work, and bead work. The teachers have made good use of this instruction during the year.

(e) The subject of the employment of child labor has no application in Barry county.

Knowing that the growth of school libraries is of interest to the Department the following brief statistical summary of library conditions in Barry County is presented.

Number of districts having libraries, 114; number of volumes added to district libraries this year, 1,331; total number of volumes in district libraries, 7,422; number of socials, entertainments, etc., for raising money for libraries, decorations, etc., 82. Total amount of money raised, $823.51. Amount expended for libraries, $526.76, exclusive of fine money received.

In conclusion I desire to acknowledge with gratitude the hearty support given me by the school officials and teachers of the county and the earnest co-operation of the press and the public in advancing the cause of education. For the many courtesies extended by you and your Department I am under deep obligation.

CALHOUN COUNTY. ERNEST BURNHAM, COMMISSIONER.

(a) A three days' institute was held preceding the regular August examination. The instruction given in this institute was very helpful to beginners in the matter of methods in primary work and it was very suggestive to all present along the line of the teacher's ambition for self improvement in general culture. In the county teacher's association meetings this year the plan of making the programs center about some one or two common school branches has been followed with satisfactory interest and profit. The teachers' reading circle work has not differed in plan from former years. One hundred and twenty-six sets of the books were used and the local meetings were good except when interrupted by severe weather and impassable roads. The total reading circle enrollment including city teachers who read the books was 238, and about 200 completed the books creditably. Four local educational rallies of teachers, pupils and patrons were held with the aid of institute speakers appointed by the State. These meetings were well attended and much enthusiasm for the best educational ideas was manifested.

(b) As a distinction between consolidation and centralization becomes better understood the sentiment is increasingly favorable to consolidation. However, at the present rate of increase in this sentiment it is very difficult to forecast the length of time it will take to develop a sentiment strong enough to produce any definite action. In this county

last fall forty districts began school with an enrollment of ten or less than ten pupils. To put these forty districts together by twos, would make twenty good districts, each with enough taxable property in it to support a respectable school. Action of this kind will only be possible when the resident taxpayers become convinced that to have a good school accessible, even though it be a little farther away, is likely to increase rather than decrease the value of their farms, and that it will be infinitely better for their children to be compelled to make an extra effort to get where they may be instructed by educated and inspiring teachers than to have provided for them within easy reach instruction of so low a grade that all of their native aspirations for an education will be dissipated.

(c) It seems to me that agriculture must be taught for the present very largely in a topical and incidental way. It is not possible at present for teachers to be sufficiently trained to enable them to present agriculture successfully from a text-book to pupils below the high school. Some excellent helps are being prepared in the subject of elementary agriculture, and text-books well adapted to the study of agriculture in the grammar grades are likely to be available as soon as the teachers are ready to use them and there is a sufficient public demand to warrant the introduction of agriculture as a definite branch of instruction in the rural schools. The work just at hand seems to me to be the interesting of teachers and pupils in agriculture as a really magnificent field for study and the arousing among farmers of an honest pride in and love for agriculture as a noble field of human endeavor. When the time is ripe, elementary agriculture will be taught by directed practice on the school grounds, and this will provide also for a large part of all the manual training offered in rural schools. At present a little miscellaneous manual training is taught in country schools.

DELTA COUNTY. PETER R. LEGG, COMMISSIONER.

(a) The only educational meeting held in the county during the year was our teachers' institute. This was a very successful and profitable meeting. Professor W. N. Ferris as conductor and County Commissioner R. D. Bailey as instructor were well received and highly appreciated. County Commissioner Legg acted as instructor and local committee.

(b) There is not a very strong sentiment in this county in favor of consolidation. The schools of this county are widely scattered so it would be necessary to transport pupils from four to eight miles. There were about one hundred days of zero weather the past winter here and rather too cold for carrying pupils so far. Then again they do not care to abandon the present school buildings and build new ones as taxes are pretty high now.

(c) The teachers are raising flowers and growing plants in the schoolroom. They are trying to beautify the school grounds by gardening. We shall have circulars issued this coming year giving directions as to the best methods to be employed in teaching agriculture.

(d) Our teachers in the rural schools have done very little along the line of manual training. Some teachers use the last hour on Fridays teaching sewing and fancy work. People are rather sensitive on this point but we hope to overcome this prejudice.

(e) . The percentage of child labor is decreasing very materially since the appointment of factory inspectors. In some of the rural districts the older pupils are kept out certain times to assist with the farm work.

EMMET COUNTY. R. M. WINSTON, COMMISSIONER.

(a) One very interesting meeting of our teachers was held during the year. The teachers of our graded schools united with the rural schools and gave a very excellent program.

Superintendent W. N. Hailman of Needham, Massachusetts, spoke before two union services of our state teachers' institute and the county teachers' association.

The two meetings have resulted in greater unity of purpose and higher ideals in educational work.

(b) In some parts of the county there is a strong sentiment favoring consolidation of schools. I have held one meeting for a discussion of this question.

(c) Agriculture can be taught under the direction of the teacher by means of school gardens and the co-operation of agricultural societies.

EATON COUNTY. J. L. WAGNER, COMMISSIONER.

(a) We have had two three days' county institutes, one at Grand Ledge and the other at Eaton Rapids. These meetings were well attended, all the teachers of the county, with the exception of about six or eight, attended these meetings. Ex-State Superintendent H. R. Pattengill conducted both these institutes which warrants us in calling them inspiration institutes.

(b) The sentiment regarding consolidation of rural schools in this county is continually growing in its favor, and while we voted in two sections for consolidation two years ago and lost it, we believe it was because the patrons did not fully understand what was intended by consolidation. We hope to be able in the near future to bring up the matter again and we believe the people will vote it.

(d) Our teachers have done nothing in manual training.

(e) Nearly all the children are attending school. We know no place in the county where children are engaged in manual labor, as is understood by this expression.

HURON COUNTY. DAVID KAERCHER, COMMISSIONER.

(a) In November a three days' institute was held which was attended by nearly every teacher in the county. The interest during the entire session was better than at any previous institute held in the county. The teachers came to get help not merely to have a good time. They came, not to get petty devices and listen to funny stories, but to learn principles. I consider this a hopeful sign of improvement in the profession.

Four meetings of the county association were held during the year, two general at the county seat and two local. These meetings were fairly attended. Much interest was shown in the papers read and the discussions of the various topics.

Several meetings were largely attended by patrons. More meetings had been planned, but during the greater part of the winter the rail-

roads and the highways were so blockaded with snow that it was impossible to travel any distance.

(b) There is little sentiment in this county in favor of consolidation of schools. The need of it is not so great as in some other parts of the state. The majority of our districts are large and the schools large. In a number of rural schools assistant teachers are employed during the winter months. In several townships consolidation would be a benefit but as yet there is little sentiment in favor of it. Local jealousies and neighborhood quarrels are the chief hindrances.

(c) In order that agriculture may be taught successfully in our rural schools, our teachers must first be prepared to teach it. Two-thirds of our teachers being ladies, they know very little about the subject.

Our course of study is already crowded and it will be difficult to introduce an additional study into the regular work. The need of this study is apparent. The teachers could teach much of the subject incidentally if they knew how.

(d) My teachers have done little in manual training. What has been done is in connection with the teaching of measurements in arithmetic. This and some work in hand weaving, paper cutting, drawing in the primary grades, is the extent of our efforts in this direction.

(e) There are few factories in this county so there is little employment of children as factory hands. Children of almost all ages are employed, however, on the farm and the attendance at school is consequently very irregular in many cases. Many children are kept out of school before they are fourteen. Scarcity of labor makes the employment of the children almost a necessity.

LENAWEE COUNTY. M. W. HENSEL, COMMISSIONER.

(a) The educational meetings held in this county during the past year have been characterized by great interest and enthusiasm on the part of our teachers.

We had three meetings of the county teachers' association at which the attendance was large. About one hundred twenty teachers took the work of the reading circle in five organizations in the county.

In addition to the above mentioned meetings some five or six teachers' and patrons' meetings were held in connection with farmers' clubs and granges. In all of these meetings the discussions were earnest and were entered into by patrons as well as teachers.

(b) In regard to consolidation of schools I believe sentiment is rapidly growing in favor of such action. Although there are some bitter opponents of the system in all parts of the county, I believe such opponents are rapidly becoming a minority.

(c) I believe the elementary principles of agriculture can be taught by means of a good text-book and practical experiments in farm work during the spring and fall terms.

(d) Many of our teachers have followed the suggestions for manual training that were given in a leaflet issued by the Superintendent of Public Instruction several years ago. So far as I know none have attempted advanced work.

(e) To the best of my knowledge there are no children employed in this county in violation of law.

MENOMINEE COUNTY. JESSE HUBBARD, COMMISSIONER.

(b) The sentiment in favor of consolidating schools is growing in the county. One township, Stephenson, has had a reaction. Two years ago, they were transporting the children from two different neighborhoods into the village of Stephenson. The Board were so impressed with the advantages that they proposed to the people of two other neighborhoods, in each of which they had a good schoolhouse, to transport their children to the village. These were opposed to the idea and the matter was talked in the township that it was, to build up the village school at the expense of the adjacent farming territory and at the next election elected members pledged to abolish the transportation of pupils. There were some other local prejudices that entered into the question. The attendance of twenty-five children transported three and one-half miles for one year was twenty-five per cent better than it was the next year, with a schoolhouse in their midst.

(c) Some of our teachers have made flower beds and kitchen gardens, but about the time the children had them planted and they began to grow the term would close and with no care during vacation it all came to naught.

(d) Our teachers have done nothing special in manual training except to do more object teaching.

(e) But few children are employed contrary to law. The principal of one of our village schools called an employer's attention to the fact that he was hiring boys to work in a factory contrary to law. The result was the boys were discharged from the factory and went to school the rest of the year.

The factory inspectors have looked carefully after violations of the law.

NEWAYGO COUNTY. ISABELLE M. BECKER, COMMISSIONER.

(a) We have a county teachers' association and generally hold three meetings each year. These are well attended and subjects of interest and benefit are discussed by the teachers. In addition to these county meetings the Union Grangers and Teachers' Association of Oceana and Newaygo counties is considered the one important meeting of the county.

Mothers' clubs are established in Fremont and Hesperia. These are an important means of bringing the parents in touch with the teacher and the school work.

(b) The sentiment in regard to consolidation of schools is growing very rapidly in some townships. We hope to accomplish something before long. Two townships are almost ready to give the plan a trial.

(c) Agriculture as a subject is not taught in our county.

(d) Nothing has been done in manual training.

(e) In the rural districts children are often kept from school to work on the farms. But in very few cases have the children failed to receive the minimum months of school. The sentiment of the school officers is with the teachers in enforcing the compulsory attendance law.

SHIAWASSEE COUNTY. HOWARD E. SLOCUM, COMMISSIONER.

(a) Attendance at the 1903 institute was small because of bad weather and also because many of the teachers were attending summer school at Ypsilanti and Mt. Pleasant. Much benefit was received by those present, nearly all the work being done from the teacher's standpoint. Attendance and enthusiasm at meeting of teachers' associations have been exceptionally good. All teachers have been willing to take part in discussions. In the main, programs have been arranged for the particular benefit of rural teachers. At each meeting an educator from another part of the State has been present to aid in discussions and to close the meeting with an address upon some live school problem.

(b) This subject has been discussed at meetings of teachers' associations, farmers' clubs, and farmers' institutes. The people stand three to one in favor of some form of consolidation.

(c) Teachers going into the schools should have a knowledge of the "science" as well as of the "art" of agriculture. This they should secure when receiving their normal or teachers' training. When going into the schoolroom they should have at their command some good, clear, interesting text in practical agriculture to be placed before the pupils, or have an outline which may be followed. Much of the work should be field observation and laboratory practice.

(d) Manual training has not received the attention that it should have received particularly in the rural schools. However, many pieces of suggested apparatus have been procured and manual training is pushing forward though slowly.

(e) This has been a source of much trouble to a number of teachers, especially those teaching in localities in which sugar beets were grown. Pupils left school early in May to work in the beet fields and did not return to school until late in November. Truant officers failed to enforce the compulsory law, hence children lost much of their school work.

WEXFORD COUNTY. W. H. FAUNCE, COMMISSIONER.

(a) While our educational meetings have been as well attended as in former years, yet the teachers have not been as hearty in their support of the county organization as they should. We have a teaching force of ninety-seven, yet not more than twenty-five or thirty were at the county association meeting in March. Four district meetings were held to organize reading circle classes, but the attendance was unsatisfactory, excepting at Sherman and Manton where the meetings were successful. Fifty-six teachers participated in the reading circle work this year.

(b) Although there are many small districts, with enrollment all the way from one to five and six, the people as a rule do not seem to favor consolidation. They hold with tenacity to their little school districts and no argument will persuade them to consolidate. District two, Henderson Township, has only one child of school age, a young lady of eighteen years. Last year the enrollment was two. The cost of instruction for these two exceeded three hundred fifty dollars. This year the district will have had two months of school and is paying the teacher thirty-five dollars per month. This spring before the beginning of the summer term I tried to persuade the school board members to send the

girl away to school and pay her expenses out of the school fund but they were fearful of losing their organization and decided to have school. District number four, Colfax, has an enrollment of two children, members of the same family. I endeavored to persuade the district to consolidate with Selma district five but the father charged the district so much for transportation that it was found cheaper to have school. The same district will build a new schoolhouse next year. The argument of the farmers is that the vacant land will soon be settled and the school population increased, but the primary reason for opposition to consolidation is that the school costs them little, in fact some boards make money out of the school and the holders of the timbered and vacant lands pay the major portion of the tax. I believe consolidation would be beneficial for many districts in the county and I hope that in the near future the people will appreciate its practicability.

(c) I have talked with many farmers concerning the teaching of agriculture in our rural schools and it seems to meet with their approval. A course in elementary agriculture might be taught as we now teach physiology. I believe it would be advisable to incorporate it in the regular course.

(d) Practically nothing has been done with manual training. I have observed that the teachers from the State normal schools utilized it but little for the reason that they had nothing to work with. I am hoping, however, that Mrs. Kimball will be enabled to create interest in manual training at our institute this summer.

(e) The statute forbidding the employment of child labor is grossly violated, especially in the sawmill settlements in the county. Children are usually employed in piling wood and cleaning sawdust from the floors. In this county, as well as in others, the boys and girls in the farming community who are old enough are detained from school in the fall and spring to assist on the farm.

In visiting my schools during the year I have emphasized the importance of a thorough knowledge of the State Manual and the necessity of keeping the school classified as nearly as possible in accordance with the course of study. To aid the teachers I have furnished them with term examination questions, and as an incentive to the pupils, granted promotion certificates. The effect of requiring teachers to pass an examination on the Manual will have more to do with thoroughly classifying the schools and keeping them upon a graded school basis than anything else that could have been done. It will also assist the commissioner in keeping the teachers up to their work. Teachers seldom consult the Manual, but with the new departure there will be a more general use of it. The papers at the last examination on the Manual were unsatisfactory, teachers invariably expressing their own opinions when those of the Manual were wanted, but it was a new thing to them and at a second trial they will possibly do better.

The normal training class while yet in its infancy is, I believe, already an assured success. Twelve young ladies were graduated in June and two of them are teaching summer terms. Lack of material has hindered them in their manual training work, but an effort will be made hereafter to furnish material. Next year's class already bids fair to be a large one, several teachers having expressed a desire to enter at the beginning of the year. We intend emphasizing the value of a course in the normal class to the teachers at the institute.

SUPREME COURT DECISIONS

IN MATTERS OF

EDUCATIONAL INTEREST

DECISIONS OF THE SUPREME COURT.

BOARD OF EDUCATION, ET AL., vs. UNION TRUST CO., RECEIVER.

(Opinion filed April 26, 1904.)

BANKING LAW--DEPOSIT OF PUBLIC FUNDS—TRUST FUNDS—SECTIONS 1197-1204 C. L. CONSTRUED.

Plaintiff's Board of Education and Library Commission appointed the cashier of a bank as treasurer, on the understanding that he was to deposit the funds in his bank and that the boards were to receive interest on the daily balances. Some of the deposits were made directly by the boards without the intervention of the treasurer, the accounts were kept with the boards, and they were credited with interest on daily balances.

Held: That the funds became a general deposit subject to the risks incident to ordinary deposit in the bank, and not a trust fund under act 131 Public Acts of 1875 (Secs. 1197-1204 C. L.) requiring every officer disbursing public moneys to keep the same separate and apart from his own money.

In the matter of the intervening petitions of the Board of Education and Detroit Library Commissions against the Union Trust Co., Receiver of the City Savings Bank. Order of Circuit Judge denying the prayer of petitioner to have deposits declared a trust fund affirmed.

Timothy E. Tarsney for petitioners.
Bowen, Douglas, Whiting & Murfin for receiver.

MONTGOMERY, J.

The defendant bank closed its doors on the 10th of February, 1902, and the Board of Education at that time had on deposit, credited to the several funds of the board, $464,000. There was to the credit of the Library Commission $38,551.60. Henry R. Andrews was the treasurer of the Board of Education and ex-officio treasurer of the Detroit Library Commission. The moneys were deposited in the bank with the knowledge of the Board of Education, the deposits being made at times through the secretary and at times through Andrews as treasurer, but in all cases with an expectation on the part of the board that there should be interest allowed on daily balances of 2½ per cent. This course had been pursued by the board for more than one year under Andrews as treasurer, and for a much longer period with his predecessors. The finance committee of the board examined the books, papers and vouchers of the secretary and also the treasurer's vouchers every three months and were acquainted with the fact that these funds were deposited in the bank and that the interest was being credited thereon. The Library Commission was also cognizant of the fact that these funds were deposited in the bank and that interest was being credited thereon. The petitioners claim that the funds of the Board of Education and the Library Commission constitute special deposits and became impressed upon being deposited with a trust in favor of petitioners, and that this trust may be impressed upon any assets of the bank at the time of the failure, or at least upon the cash in hand and the cash items.

The question of first importance is whether these funds, so deposited, are to be treated as trust funds in the first instance. Counsel for petitioners relies upon Act No. 131 Public Acts of 1875, the provisions of which, so far as they relate to the questions involved here, are as follows:

"Sec. 2. It shall be the duty of every officer charged with the receiving, keeping or disbursing of public moneys to keep the same separate and apart from his own money and he shall not commingle the same with his own money nor with the money of any other person, firm or corporation.

"Sec. 3. No such officer shall under any pretext use nor allow to be used any such moneys for any purpose other than in accordance with the provisions of law; nor shall he use the same for his own private use, nor loan the same to any person, firm or corporation without legal authority so to do.

"Sec. 4. In all cases where public moneys are authorized to be deposited in any bank, or to be loaned to any individual, firm or corporation, for interest, the interest accruing upon such public moneys shall belong to and constitute a general fund of the state, county or other public or municipal corporation, as the case may be."

It is contended by counsel that as Andrews, the treasurer, was cashier of the bank the question is ruled by the Board of Fire and Water Commissioners of Marquette vs. Wilkinson, 119 Mich. 655; 44 L. R. A. 493. In that case, Wilkinson, who was treasurer of the board, was also the banker, and it was held this act, No. 175, prohibited him from commingling the funds with his personal funds. It was further said that if Sec. 424 (Sec. 4) be construed liberally, and if the court should say that it was not designed to prohibit a treasurer from depositing his funds in a bank in the ordinary way, we should be required to except deposits in banks in which he has a pecuniary interest; the deposit with Campbell & Wilkinson was in violation of this law, and no order of the board could make it lawful. Still more clearly improper was the practice adopted by Wilkinson of using this fund with his own money in his own banking business. This was a trust fund, as much as though Wilkinson had been a farmer or broker or contractor or merchant, and had used the fund in his own business.

The present case is clearly distinguishable from the Wilkinson case. The record does not disclose that Andrews, the treasurer, was even a stockholder in the bank. It is true, he occupied the position of cashier, but that he profited in any way by the deposit of the money in the bank does not appear. Certainly the bank was a distinct legal entity; and if Sec. 4 is to be construed as authorizing the Board of Education and the Library Commission to legalize deposits in the bank in the regular way in consideration of interest payments thereon, it must be assumed that such deposits are subject to the incidents of all deposits upon interest. It would be doing violence to all experience to say that it was intended that the bank should keep this fund intact as a special deposit and at the same time pay interest thereon to the depositor. In this respect the case is not unlike that of Retan vs. Union Trust Co., 10 D. L. N., 356; 95 N. W. R. 1006.

Was the treasurer authorized to make this deposit on interest? As before stated in some cases the deposits were made by the secretary without the intervention of the cashier at all; the accounts in the bank were kept with the school board; both petitioners took the benefit of credits of interest from time to time upon these deposits, and while formal action authorizing deposit at the bank is not shown, reports from time to time were made to the boards, and they had full knowledge of the fact that the funds were deposited as a general deposit. More than this, it can be said that the consideration upon which Andrews was named as treasurer was that the fund should be deposited in this very bank upon interest. It may be a hardship that these public funds should suffer a loss, but it is evident that two policies were open; the one to preserve the funds intact by placing them in the hands of the treasurer; the other to increase the fund by securing interest thereon, relying upon the treasurer's bond to make good any deficit. We cannot escape the conclusion that both the Library Commission and the Board of Education pursued the latter course and that these funds became a general deposit subject to the risks incident to an ordinary deposit in the bank.

The order of the Circuit Judge, denying the prayer of the petitioners, will be affirmed. Hooker and Grant, J. J., did not sit. The other justices concurred.

SMITH, TREASURER, vs. JONES, SUPERVISOR.

(Opinion filed May 17, 1904.)

OFFICERS—LIABILITY OF TOWNSHIP FOR SCHOOL FUNDS—SECTION 3914 C. L. CONSTRUED.

Under Sec. 3914 C. L. providing that "all losses that may be sustained by the default of any township officer in the discharge of any duty imposed by this act, shall be chargeable to such township" the township is liable for school district funds embezzled by the township treasurer.

Certiorari to review the order of Judges Geo. S. Hosmer and Morse Rohnert, Wayne Circuit (Judge Flavius L. Brooke dissenting) denying the petition of Arthur B. Smith, treasurer of school district No. 1, Monguagon township, for mandamus to compel Geo. D. Jones, Monguagon township, to spread a tax. Judgment reversed and entered for respondent.

Walter Barlow for relator.
James H. Pound for respondent.

In 1903 the treasurer of the township of Monguagon defaulted in his accounts. Among the moneys embezzled by him or his deputy were $3,360.97 of school district moneys belonging to School District No. 1 of said township. The relator brought suit by mandamus against the treasurer of said township to compel him to pay said amount to said district. Judgment was duly entered thereon. The treasurer was unable to pay said amount for the reason that there were no funds in the treasury for that purpose. Relator thereupon requested respondent to spread said amount on the general tax roll of the township. The respondent refused and thereupon relator instituted this suit to compel the defendant supervisor to spread the tax. Three of the judges of the Circuit Court for the county of Wayne heard the case. A majority of the court held that the loss was that of the school district and denied relief. The case is now before us for review upon the writ of certiorari.

GRANT, J.

The township is not liable at the common law for the defalcations of its treasurer, Hart Township vs. Oceana County, 44 Mich. 417.

We must, therefore, look to the statute to ascertain whether the township is made liable for the various funds which the township treasurer collects and neglects to pay over as required by law.

The school district has no voice in the giving of the bond. The bond is to be executed to the township with such sureties as the supervisor shall require and approve. C. L., Sec. 2354.

Formerly the law made the township responsible for all losses sustained by the defalcations of its treasurer. How. Stat., Sec. 1140. That provision does not appear to be in the present tax law. By Act 206 of the Public Acts of 1893, this liability was extended to all township officers. Sec. 91 of that act (C. L., Sec. 3914) provides that "All losses that may be sustained by the default of any township officer in the discharge of any duty imposed by this act shall be chargeable to such township." By the act he is charged with the collection and payment of all school district taxes. The funds in question were lost by his default, and under the above statute the township is liable.

Whether the bond in this case is good the record fails to show. It is immaterial. If the township, as was its duty, has a good bond it is secure. If it failed to take a good bond, the fault is with the supervisor, the duly authorized agent of the township. If the sureties were good when the bond was given, but have since become irresponsible, the misfortune is that of the entire township, and not the school district.

The judgment is reversed and entered in this court for the relator.

Montgomery, J. took no part. The other justices concurred.

EXAMINATION QUESTIONS

FOR

COUNTY CERTIFICATES

1904

REGULAR COUNTY EXAMINATIONS, MARCH, JUNE, AUGUST AND OCTOBER.

COUNTY EXAMINATIONS.

I. Questions prepared by the Superintendent of Public Instruction for the regular examination, March 10-12, 1904.

ALGEBRA.

FIRST GRADE.

1. (a) What are the distinguishing features of algebra as a special branch of mathematics?
   (b) Name and illustrate the signs of aggregation.
   (c) Upon what principles or axioms are the transformations of equations based?
2. Explain as to a class beginning algebra the significance of the signs + and — as used in (a) addition, (b) subtraction, (c) multiplication.
3. Simplify the following expression:

$$1-\frac{\frac{x^2}{y^2}-\frac{y^2}{x^2}}{\frac{y^2}{x^2}-\frac{x^2}{y^2}}\times\left(\frac{x^3}{y}+\frac{y^3}{x}\right).$$

4. Solve for the values of the unknown quantities by the shortest process the following equations:

$$\left\{\begin{array}{l} x+y+2z+w=18 \\ x+2y+z+w=17 \\ x+y+z+2w=19 \\ 2x+y+z+w=16 \end{array}\right\}$$

5. Demonstrate the Binomial Theorem, and illustrate its application.
6. (a) Simplify $\sqrt{30+20\sqrt{2}}$

   (b) $\frac{x^2}{x+1}-\frac{x+1}{x^2}=\frac{7}{12}$; to find the value of x.
7. (a) Form an equation whose roots are 2 and —5.
   (b) Using the Binomial Formula write the 5th term of $(a-b)^n$.
8. Four years ago A's age was ½ of B's, and four years hence it will be ⅔ of B's. How old is each?
9. By traveling 5 miles an hour less than its usual rate a train was 50 minutes late in running 300 miles. What is its usual rate of speed?
10. A man bought a farm for P dollars agreeing to pay principal and interest in 5 equal annual installments. What will be the annual payment, interest at r per cent per annum?

SECOND GRADE.

1. Divide x^5-y^5 by x^3-y^3, showing the whole process.
2. Factor the following:
   a^4-81; $4x^2+16ax+12a^2$; $27x^3-y^3$; $p^2+7p+10$.
3. Give three principles upon which operations in transformations of equations are based.

4. Simplify $1-\frac{1}{1+\frac{1}{a}}$.
5. Find the value of each unknown quantity in the following:

$$\left\{\begin{array}{l} u+v+x+y=14 \\ u+v+x+z=15 \\ u+v+y+z=16 \\ u+x+y+z=17 \\ v+x+y+z=18 \end{array}\right\}$$

6. Find the value of x in the following equations:
   (a) $\sqrt{16+x}+\sqrt{x}=8$.
   (b) $3x^2+2x=21$.
7. A and B can perform a piece of work in 8 days, A and C can do it in 9 days, and B and C in 10 days. In how many days can each do the work alone?
8. Robbers met a man three times, each time taking from him a half dollar more than one-half the money he had. He then had eleven dollars left. How much had he at first?
9. Divide 20 into two such parts that their product will be 96.
10. Find three numbers such that their sum is 60; ½ of the first plus ⅓ of the second and ⅕ of the third is 19; and twice the first with three times the remainder, when the third is subtracted from the second, is 50.

ARITHMETIC.

FIRST AND SECOND GRADES.

Mental.

Write full analysis. Second grade applicants answer first five, first grade applicants last five. 25 credits for this work. Marking should be made almost entirely upon the analysis. Mere solutions should receive no credit.

1. Form a problem which the following expression solves: $\frac{\$2\frac{1}{2}}{4}\times\frac{3}{8}$.
2. If ¾ of an article is sold for ⅘ of its cost, what is the gain or loss per cent?
3. If ¾ the gain equals $^9/_{20}$ of the cost, what is the gain per cent?
4. ⅘ of the cube of a number equals 100, what is this number?
5. How many cuts must be made to cut a 4 in. cube into ½ in. cubes?
6. A, B, and C do a piece of work in 4 days, B can do all the work in ⅘ of the time that A can do it, and C can do it in $^5/_6$ the time that B can. How long will it take A and C to do it?
7. When 179 is added to the dividend the quotient is 237, and when 253 is subtracted from the dividend the quotient is 283. What is the divisor?
8. A quantity of sugar was sold at 10% gain. If it had cost $120 more the same selling price would have entailed a loss of 10%. What was the cost?

Written.

First grade applicants answer last five; second grade, first five.

1. Discuss fully dividing a fraction by a fraction.
2. A and B can do a piece of work in 12 days. A can do ¾ as much as B. How long will it take each to do the work? Give full explanation.
3. Give tests of divisibility by (a) 2, (b) 3, (c) 4, (d) 9.
4. A man has the following investments: $2,000 which yields 4%, $450 which yields 6%, and $1,200 which yields 6½%. He can invest the whole and get 5% on his investment. What per cent would he gain or lose in the whole sum by so doing?
5. What is the length of one edge of a cube whose diagonal is 1,000 inches?
6. (a) Which investment pays better and how much, a 5% bond and mortgage or Erie 7's at 137?
   (b) Water in freezing expands $^1/_{10}$ each dimension. What is the weight of a cubic yard of ice?

7. Three circles, each 1 ft. in diameter, touch one another. Find the area of the triangular figure enclosed by them.
8. Show that there is always a loss in selling two articles at the same price when the gain per cent on one equals the loss per cent on the other.

THIRD GRADE, BOTH CLASSES.

Mental.

Note—Analyze fully any three. 25 credits.

1. John can dig a ditch in 20 days. With Henry's help he can dig it in 15 days. How long will it take Henry to dig it?
2. $^{8}/_{9}$ of 54 is what part of $^{8}/_{11}$ of 88?
3. A sold B a buggy, gaining ¼ of the cost. B sold it for $75, losing 25%. What did it cost A?
4. Divide $150 into parts having the ratio of ½, ¼, ⅛, $^{1}/_{16}$.
5. By selling oranges at 5c I gained ¼ the cost. What per cent would I have gained by selling 2 for 11c?

Written.

CLASS B.

1. (a) Write a number with six units of the seventh order, five of the fourth, six of the third, two of the second, and five of the first.
   (b) Write the above number in words giving special attention to punctuation, etc.
2. Explain, as to a class, the process of subtracting when the figure of the subtrahend is larger than corresponding figure of the minuend.
3. To the sum of ¾ and ⅔ add the sum of 12½ and 3½, stating the principles involved in each process.
4. (a) A certain package weighs 200 lbs. troy. What is the weight avoirdupois?
   (b) How many bushels will a bin hold 10 ft. long, 8 ft. wide, and 5 ft. high?
5. (a) Draw a note dated today running two years, six months, twelve days, at 6%.

Note—Examiner mark upon penmanship, capitalization, punctuation, and form.

   (b) Find the bank discount on the same two years after date.

CLASS A.

1. (a) Write a number with six units of the seventh order, five of the fourth, six of the third, two of the second, and five of the first.
   (b) Write the above number in words giving special attention to punctuation, etc.
2. Explain, as to a class, the process of subtracting when the figure of the subtrahend is larger than corresponding figure of the minuend.
3. Make bill for the following: C. H. Wilson bought of J. G. Clark, of Detroit, on January 3, 1904, 13 lbs. coffee @ 30c, 4 lbs. butter @ 28c, 10 lbs. flour @ 6c, 12 lbs. dried beef @ 24c, 25 lbs. starch @ 18c.
4. If a teacher, outline the "45 combinations" as illustrated in the Course of Study. If not a teacher, outline a lesson for third grade number class.
5. Explain, as to a class, reducing ½, ¼, ⅓, to 12ths.

MENTAL ARITHMETIC.

ALL GRADES.

Note. (1) Distribute these lists among all the applicants, placing them face down upon the desks.
(2) Each applicant write his number or name across the back of the list.
(3) At a signal from the commissioner, all reverse the papers and in the *right-hand margin* write as many answers to the first 19 questions as possible in 15 *minutes*. All then work No. 20. 5 minutes allowed for it.
(4) At the second signal, all again reverse the papers when they will at once be collected by the examiners.
Give (a) *one-fourth per cent* for each answer written, (b) *one per cent* additional for each *correct* answer, making 25 per cent for this part of the examination.

1. If 5½ cords of wood cost $11¾, what will 22 cords cost?
2. Bought at $2 a cd. the following loads of wood: 2½ cds., 3⅔ cds., 5½ cds., 1⅓ cds. What did it cost?
3. Estimate the cost of 12 $^{19}/_{20}$ T. hay at $9.95 a ton. (Note—Teachers should not compute this but *estimate* it.)
4. How many books at $⅔ each can be bought for $6?
5. How many times must 25 cents be added to 25 cents to make $100?
6. What is the cost of ¾ cords of wood when ½ cord costs $1½?
7. Multiply 27 by 33⅓.
8. Divide 2,400 by 75.
9. Bought goods to the amount of $1.77. Gave the merchant a ten dollar bill. Give the denominations of the fewest pieces of money that will make the proper change.
10. How many ½ in. cubes in an 8 in. cube?
11. What is the interest at 6% for 60 days upon $128.60?
12. At 6% for 90 days what part of the principal does the interest equal?
13. How many books costing $1.50 and selling at $2.25 must I sell to gain $9?
14. What per cent of 5 is 25% of 10?
15. Cost is 5 cents, selling price 7 cents. What is the per cent of gain?
16. Cost is $12; loss per cent is 25. What is the selling price?
17. Selling price is $15, gain per cent is 20. What is the cost?
18. What is the bank discount on $360 at 90 days?
19. Bought $200 worth of goods 5% and 10% off. What was the net cost?
20. ¾ of ½ of 16 is 10% of what number?

BOTANY.

FIRST GRADE.

1. What does the term protoplasm include? In what form is the elaborated plant food stored? Give examples of plants in which this substance is stored.
2. Describe bast fibres. In what part of a tree are they most abundant?
3. Describe the anatomy of a root.
4. Describe the assimilation of carbon in a plant.
5. (a) Name three plants that are called cryptogams.
   (b) What is peculiar about their growth and reproduction?
6. Describe simple, aggregate, accessory, stone, and dry fruits, giving examples of each.
7. Give examples of the following flower clusters: cyme, panicle, umbel, head, spike.
8. Define estivation, inflorescence, and name and describe three kinds of each.
9. Give five forms of the corolla and name plants having flowers of these forms.
10. Define morphology, histology, physiology, as used in botany.

SECOND GRADE.

1. What is a perfect flower? Give an example.
2. Name five leaf forms and give examples of each.
3. Define petiole, peduncle, perianth, receptacle.
4. Name five forms of inflorescence.
5. What food for the plant is derived from the air, and what from the soil?
6. Describe and name, if possible, the seed or fruit of the following: currant, clover, walnut, plum, blackberry.
7. Name five kinds of stems and give examples of each.
8. State explicitly what work is suggested as botanical nature study for the second and third grades in the State Manual and Course of Study?
9. There are four parts in a complete flower. Name three flowers in which some of these are wanting and state which.
10. Define stolon, tuber, bulb, rootstock, runner.

CIVIL GOVERNMENT.

FIRST AND SECOND GRADES.

Note.—The first three questions are based upon the State Reading Circle book, "Government in State and Nation." First grade applicants answer all; second grade omit those marked (b) and (c).

1. Discuss "initiative and referendum."
2. Outline fully the powers and duties of the governor of Michigan.
3. (a) Outline the ordinary city government.
   (b) Discuss municipal ownership.
4. (a) What are the United States coins?
   (b) Where and by whom made?
   (c) Quote the provision of the constitution with reference to money.
5. (a) Give the clause of the constitution relating to naturalization.
   (b) Explain fully the steps by which a foreigner becomes a citizen.
   (c) What effect does a man's naturalization have upon his wife and children?
6. (a) State five prohibitions placed upon a state by the Constitution of the United States.
   (b) State three prohibitions placed upon the United States.
7. How does the present method of electing President differ from the original one?
8. (a) Give qualifications for President and Vice President.
   (b) Give qualifications for congressman, member of cabinet.
9. (a) Name the members of the cabinet.
   (b) Outline the various divisions of some department and give principal work of each subdivision.
10. (a) How many members constitute the United States supreme court?
    (b) How are they chosen?
    (c) What is their jurisdiction?

THIRD GRADE, BOTH CLASSES.

Note.—The first three questions are based upon the State Reading Circle book, "Government in State and Nation."

1. What is meant by the "initiative?" The "referendum?"
2. (a) What gives a city its right to make and enforce city ordinances?
   (b) What is the law-making body of a city called?
   (c) Who is the executive officer?
3. Define municipal ownership and give some reasons for or against it.
4. (a) Upon what instrument are all state laws based?
   (b) Suppose laws are made contrary to this, what is done?
5. Tell what you can about the primary school money.
6. (a) How many United States senators has a state, and how are they elected?
   (b) When will another be elected in Michigan?
   (c) What is the term of office? Salary?
7. (a) What is an alien?
   (b) Give the steps by which an alien may become a citizen.
8. Under what provisions of the Constitution does Congress make appropriations to improve harbors?
9. Give five powers of Congress.
10. (a) State the provisions of Congress which protect investors and authors.
    (b) For how long a time is a patent granted?

GENERAL HISTORY.

FIRST GRADE.

1. Mention three movements of mediæval history. Discuss one of these as a foundation for modern history.
2. Mention three ways in which the Phoenicians deeply influenced the future of Europe; the Egyptians.

3. (a) What were some of the results of the rule of the "Tyrants" in Greece?
   (b) What influence had the assimilation of conquered peoples upon Roman history?
4. (a) Explain the policy of Richelieu.
   (b) Why was the siege of La Rochelle significant?
   (c) What was the "Edict of Grace?"
5. (a) Mention the three most significant events in the growth of constitutional liberty in England, with reasons for your choice.
   (b) From the following select the historians, artists, philosophers, religious leaders, generals. Aristotle, Von Moltke, Calvin, Wycliffe, Wellington, Kant, Van Dyke, Angelo, Plato, Raphael, Mommsen, Gibbon.
6. What two rulers made a world power of Russia? Mention three reforms instituted by each.
7. (a) Who is American ambassador at the court of St. James, English ambassador to the United States, United States minister to Panama, governor general of Canada, United States minister to Japan, secretary of war of the United States?
   (b) Name three causes of contention between Russia and Japan.
8. What was the result of the revolutionary rising of 1848 in England?
9. Who was Herbert Spencer and what has he done for modern thought?
10. What were the provisions of the "Bill of Rights" and why were these important?

SECOND GRADE.

1. How did Babylonian history influence that of the Hebrews?
2. Show five characteristics of Grecian life and power developed by geographical conditions?
3. Compare conditions in France under Napoleon with those of the present time as to (a) form of government, (b) reforms, (c) foreign relations.
4. For what does Wycliffe stand in English history?
5. Compare England's colonial policy of the present with that of the time of Revolutionary War.
6. Why did the Germans take little or no part in the great adventures of discovery in the fifteenth and sixteenth centuries?
7. (a) Who is American ambassador at the court of St. James, English ambassador to the United States, United States minister to Panama, governor general of Canada, United States minister to Japan, secretary of war of the United States?
   (b) Name three causes of contention between Russia and Japan.
8. How do you teach that the development of institutions and the transformation of industrial conditions affect the political status? Illustrate.
9. Name five statesmen of five different countries who have helped to shape European history during the last fifty years, telling for what each stands.
10. When were the English and Scotch parliaments united? Why was this important?

GEOGRAPHY.

FIRST AND SECOND GRADES.

1. Give the following information in regard to Michigan: area, number of counties, population, leading railroads, State educational institutions, location of fruit belt, names of ports from which iron ore is shipped, also copper ore, names of counties containing coal mines, names of counties containing salt wells, and the five largest cities in order. (See pg. 86, State Manual.)
2. (a) How may the number of classes in geography be decreased? (See pg. 78, State Manual.)
   (b) What is the aim in teaching seventh grade geography?
3. Name five textile fibres of the commercial world, and name the countries where each is produced.
4. Name the countries where the following are produced and describe the plant or manner of growth of each: coffee, tea, cacao, tobacco, opium.
5. Explain, as to a class, the effects produced by the inclination of the earth's axis.

6. Show the effects upon commerce and occupations produced by geological formations as illustrated in the New England states and in the Mississippi valley.
7. Locate St. Louis accurately, then give directions and approximate distances to Detroit, Charleston, Boston, Paris, Marquette.
8. Locate and describe the territory, the occupation of which has caused trouble between Japan and Russia.
9. Name and locate the important seaports of Eastern Asia and of Japan.
10. Indicate the pronunciation of the following geographical names: Caucasus, Luzon, Mindanao, Appalachian, Boise, Pueblo, El Paso, Gogebic, Escanaba, Greenwich.

THIRD GRADE, CLASS B.

1. Give the following information in regard to Michigan: area, number of counties, population, leading railroads, State educational institutions, location of fruit belt, names of ports from which iron ore is shipped, also copper ore, names of counties containing coal mines, names of counties containing salt wells, and the five largest cities in order. (See pg. 86, State Manual.)
2. What work in geography is suggested in the State Manual and Course of Study for the third and fourth grades? State carefully. (See pg. 49 and 57, State Manual.)
3. From what countries do we import cacao, sulphur, opium, hemp, silk?
4. (a) Name the river systems of South America.
   (b) What are the peculiar characteristics of each?
5. Locate Welland Canal, Duluth, Galveston, Los Angeles, Toronto.
6. Give the soil, surface, and productions of Australia.
7. Give the chief provisions of the treaty settling the Alaskan boundary question.
8. Name five cities of Germany; of England.
9. Name five articles of Michigan manufacture that find a market in foreign countries.
10. Describe a route from your home to St. Louis.

CLASS A.

1. Give the following information in regard to Michigan: area, number of counties, population, leading railroads, State educational institutions, location of fruit belt, names of ports from which iron ore is shipped, also copper ore, names of counties containing coal mines, names of counties containing salt wells, and the five largest cities in order. (See pg. 86, State Manual.)
2. What specific work in geography is outlined in the State Manual and Course of Study for the second grade?
3. In what ways may nature study assist in preparation for geography?
4. How should such works as Carpenter's Geographical Stories be used? Why?
5. With what states or countries must Michigan compete in the production of copper; of coal.
6. Which faculties of the mind are appealed to most strongly in teaching geography? Which should be especially cultivated?
7. Give the chief provisions of the treaty settling the Alaskan boundary question.
8. Name five cities of Germany; of England.
9. Name five articles of Michigan manufacture that find a market in foreign countries.
10. Describe a route from your home to St. Louis.

GEOMETRY.

FIRST GRADE.

1. Define perimeter, perigon, reflex angle, cylinder, scholium.
2. (a) In your opinion what three theorems of geometry have the widest application in everyday life?
   (b) Give a case for the application of each, showing how it applies.

3. (a) Give symbols for the following: triangles, circles, square, "is similar," "is parallel."
   (b) Discuss teaching geometry or its applications in the grades.
4. (a) The rafters of a barn 40 ft. wide, which have "quarter pitch," project 20 in. How long are they?
   (b) Draw three figures that can be used in demonstrating the theorem upon which the solution of the above problem is based, and demonstrate by the one most seldom used by the geometers with whom you are familiar.
5. (a) State all the facts concerning the angles formed by two parallels cut by a transversal.
   (b) Demonstrate one of the facts stated.
6. (a) State the four cases in which certain lines drawn across a triangle are congruent.
   (b) Demonstrate what in your opinion is the most difficult case.
7. Demonstrate both by lines and by algebra that the square described upon the difference of the lines a and b is $a^2-2ab+b^2$.
8. Demonstrate: If the sum of two opposite sides of a quadrilateral is equal to the sum of the other two opposite sides, a circle can be inscribed.
9. Demonstrate: If the radius of a circle be divided into extreme and mean ratio, the greater segment will be one side of an inscribed decagon.
10. In a triangle the angle included by two lines, whose difference is one inch, is 45°; the side opposite is 3 inches. Construct the triangle.

GRAMMAR.

FIRST AND SECOND GRADES.

1. What phase of grammar should be emphasized in the seventh and eighth grades? Why?
2. (a) Define the subject and predicate of a sentence.
   (b) In the sentence, "A large gray horse ran through the street when the alarm sounded," select the subject and predicate and give reasons for your selection.
   (c) Explain the terms entire subject, logical subject, modified subject, grammatical subject, as used by some authors.
3. Insert the possessive sign in its proper place and give reasons in the following cases:
   (a) My only daughters husbands sister.
   (b) These witnesses statements are very long.
   (c) Peters wifes sisters brother.
   (d) Ciceros orations.
   (e) Two years interest.
4. State three forms of condition that require the subjunctive mood, and illustrate each.
5. What prepositions should follow these words: accord, agree, confer, differ, prohibit, reconcile, wait, deliver? Illustrate in sentences.
6. There are six ways in which a noun, or its equivalent, may be in the objective case. State each and give sentences to illustrate.
7. (a) Define conjunctive adverb.
   (b) What kind of clauses do the conjunctive adverbs when, where, whither, wherein introduce?
   (c) Illustrate by a sentence using "where," and analyze the sentence.
8. How much of the time of the eighth grade should be given to composition work, and what kinds of composition would you recommend?
9. How do the authors which you have studied treat the infinitive?
10. Give construction of italicized words:
    "They found *him dead* and employed a *man* to secrete the body *when* one said, '*For us to do so* will be *criminal*!'"

THIRD GRADE, CLASS B.

1. Name the parts of speech. Define a complement.
2. Compare bad, many, able, crooked, straight.
3. Give the principal parts of the verbs get, ride, lay, build, eat.

4. Write sentences containing:
   (a) Indirect object.
   (b) "It" used as an anticipative subject.
   (c) A noun in the nominative case by address.
   (d) A verb in the past subjunctive.
   (e) An infinitive with its subject.
5. Write a letter perfect in form ordering a set of Shakespeare from Lyon, Kymer & Palmer Co., of Grand Rapids, stating that you enclose draft for amount of bill. Give also proper address on envelope.
6. (a) Define the present, past, and past perfect participle.
   (b) What are the uses of the participle?
7. What parts of speech are declined? Why?
8. Give four rules for the use of capital letters.
9. Name the moods and define each.
10. State clearly in three paragraphs the thoughts contained in the proverb: "As the twig is bent the tree is inclined."

Note—Examiner's mark on completeness, arrangement, use of words, punctuation.

CLASS A.

1. Outline a language lesson on the words, lie, lay; sit, set.
2. Do you teach technical terms before the fifth grade? Why?
3. Why is nature study a proper basis for language work?
4. Write sentences containing:
   (a) Indirect object.
   (b) "It" used as an anticipative subject.
   (c) A noun in the nominative case by address.
   (d) A verb in the past subjunctive.
   (e) An infinitive with its subject.
5. Write a letter perfect in form ordering a set of Shakespeare from Lyon, Kymer & Palmer Co., of Grand Rapids, stating that you enclose draft for amount of bill. Also give proper address on envelope.
6. Give three rules for forming the possessive case.
7. What classes of words are used as connectives?
8. Give sentences to show the correct use of doesn't, don't, hasn't, I'm, you're, haven't.
9. How do you teach the use of the verb in regard to number and person?
10. State clearly in three paragraphs the thoughts contained in the proverb: "As the twig is bent the tree is inclined."

Note—Examiner's mark on completeness, arrangement, use of words, punctuation.

ORTHOGRAPHY.

ALL GRADES.

First grade applicants answer first five questions, other applicants, any five.

1. What is word analysis? Analyze autograph, inaugurate, conversation.
2. What is the value of a technical knowledge of orthography?
3. (a) Mention some advantages of Anglo-Saxon words; of Latin words.
   (b) "Many have taken voluminous pains to determine the state of the soul upon disunion." Indicate two words derived from the Latin and state meaning of affixes.
4. (a) How many syllables has any word?
   (b) Classify words as to syllables.
5. Illustrate the use of the following words in sentences: rise, rice; feint, faint; one, won; feign, fain; boll, bowl; mews, muse.
6. Of what use is the hyphen in the formation of words?
7. What are substitute sounds? Give three illustrations.
8. Write the plurals of Dr., Mrs., Mr., Miss.

LIST OF WORDS.

ALL GRADES.

1. mountaineer
2. vengeance
3. chieftain
4. pageant
5. damsel
6. presumptuous
7. sausage
8. magazine
9. sanitary
10. respiration
11. transference
12. lymphatics
13. epidermis
14. diphtheria
15. intoxication
16. campaign
17. pedagogical
18. Ontonagon
19. Cheboygan.
20. petrified
21. vanilla
22. mikado
23. Korea
24. grotto
25. meridian
26. domestic
27. Boise
28. continental
29. minuend
30. quotient
31. strategic
32. Roosevelt
33. radium
34. rhyme
35. gingham
36. partial
37. reason
38. diphthong
39. stimulant
40. efficacious
41. advertisement
42. analysis
43. foreign
44. humming
45. opposite
46. sympathize
47. journey
48. locomotive
49. moneys
50. fatigue

PHYSICS.

FIRST GRADE.

1. Define the terms electrification, potential, induction, poles, resistance.
2. What is meant by a circuit? A shunt?
3. Explain the difference between a direct current dynamo and an alternator. Which is preferable for lighting purposes?
4. Explain the use of the Wheatstone bridge, or of a resistance box.
5. (a) Give the theory of light.
   (b) Define refraction, prism, lens, aberration.
6. Explain by figure the action of a plano-convex lens.
7. (a) What weight of water at 85° will just melt 15 pounds of ice at 0°?
   (b) A certain quantity of gas is measured at 0°. To what temperature must it be heated, the pressure being constant, so that its volume may be doubled?
8. (a) Give the laws of vibration of strings.
   (b) At a temperature of 50°, how long will it take a sound to travel 4,000 feet?
9. (a) Describe a barometer and explain its use.
   (b) Give Boyle's or Mariotte's law.
10. (a) Name the several elements of machines.
    (b) Make and solve a problem applying a system of pulleys.

SECOND GRADE.

1. (a) Define a simple pendulum.
   (b) If a pendulum 40 in. long vibrates in one second, how long is one which vibrates in ¼ second?
2. Define a lever. Make and solve a problem involving a lever of the third class.
3. How can you arrange a single lift pump to raise water from the bottom of a well 50 ft. deep? Give figure.

4. (a) What is the theory of sound?
   (b) Upon what does the velocity of sound depend?
5. Define liquefaction, dew point, distillation, latent heat.
6. Explain the draft in a chimney.
7. Explain by a figure why the image in a plane mirror appears as far back of the mirror as the object is in front of it.
8. What kind of a lens should be used in spectacles for a near-sighted person? Why?
9. What are complementary colors? Name three groups.
10. (a) Describe a gravity battery.
    (b) Explain the arrangement of cells in series.
    (c) For what purpose are cells so arranged?

PHYSIOLOGY.

FIRST AND SECOND GRADES.

1. Explain the relation between defective hearing and dullness of pupils. Have you ever had such a pupil? What have you done or what would you do to improve his condition?
2. Distinguish between motor and sensory nerves. Name one of each class.
3. Discuss the relation of bacteria to health and disease.
4. Describe and locate the spleen and state its functions.
5. Explain the purpose of the lymphatic circulation.
6. State five important things to be observed in caring for the skin.
7. Describe the method of ventilation employed in your school-room. How might this be improved?
8. (a) How do you teach the moral effects of the moderate drinking of alcoholic beverages?
   (b) In what ways does cigarette smoking affect the brain?
9. (a) What are digestive fluids? Name three.
   (b) Name and locate five kinds of glands found in the body. Describe one.
10. Mention three cases that might arise when it would be useful to have a knowledge of physiology. How would you treat one of these?

THIRD GRADE, CLASS B.

1. Describe a living cell and give its essential properties.
2. State the importance of water as food. How may impure water aid in spreading disease? (Answer fully.)
3. Classify tissues.
4. Compare the liver and stomach as to (a) size, (b) structure, (c) secretions, (d) importance, (e) functions.
5. "That form of exercise is best which most interests a person." Is this true? Give four reasons for your answer.
6. (a) Describe the structure of nerves.
   (b) State the functions of nerve ganglia.
7. (a) Give the structure of red corpuscles and state their importance.
   (b) Define absorption, assimilation, and tell where each takes place.
8. Mention five diseases of the throat or lungs, telling in each case what organ is affected and how.
9. In what ways does cigarette smoking affect the person most seriously?
10. (a) Describe and name parts of the eye and tell how we see.
    (b) How would you remove a foreign substance from the eye?

CLASS A.

1. Describe a living cell and give its essential properties.
2. State the importance of water as food. How may impure water aid in spreading disease? (Answer fully.)
3. Classify tissues.
4. Compare the liver and stomach as to (a) size, (b) structure, (c) secretions, (d) importance, (e) functions.

5. "That form of exercise is best which most interests a person." Is this true? Give four reasons for your answer.
6. (a) Describe the structure of nerves.
   (b) State the functions of nerve ganglia.
7. (a) Give the structure of red corpuscles and state their importance.
   (b) Define absorption, assimilation, and tell where each takes place.
8. (a) What qualities in food are best adapted to young children?
   (b) In teaching primary pupils do you emphasize hygiene or the facts of physiology? Why?
9. In what ways does cigarette smoking affect the person most seriously?
10. (a) How would you remove a foreign substance from a child's eye?
    (b) Do you ever test the eyesight of your pupils? How?

READING.

ALL GRADES.

Canto V, "Lady of the Lake."

Applicants for first grade certificate answer eight of first ten questions including 1; for second and third grade, eight of last ten, including 9-10.

1. Have you ever taught this poem? If so, make a complete outline of the way in which you taught this canto; if not, of how it should be taught, stating in each case what outside material the pupil should be familiar with in order to understand the text.
2. (a) The following are typical lines of the poem. Scan each and name the meter:

"Yet think not that by thee alone,
Proud Chief! can courtesy be shown;
Though not from copse, or heath, or cairn,
Start at my whistle clansmen stern,
Of this small horn one feeble blast
Would fearful odds against thee cast.
But fear not—doubt not—which thou wilt—
We try this quarrel hilt to hilt."

   (b) Define scansion; meter.
3. (a) What can you say of the rhyme of this poem?
   (b) What of the length of stanzas?
4. "Along thy banks, swift Teith, they ride,
And in the race they mock the tide."

"Free be they flung! for we were loath
Their silken folds should feast the moth."

"While of ten thousand herds there strays
But one along yon river's maze."

"Wild as the scream of the curlew
From crag to crag the signal flew."

"And reached that torrent's sounding shore,
Which, daughter of three mighty lakes,
From Vennechar in silver breaks."

   (a) Indicate the figures in the foregoing lines.
   (b) Discuss the value of figures of speech to poetry.
5. What is the climax of a poem? When does the climax of this poem occur? Give reasons for your answer.
6. (a) Explain Scott's command and use of Anglo-Saxon words.
   (b) Paraphrase into good modern English:

"Now in the Castle-park, drew out
Their *checkered* bands the joyous *rout*.
There *morricers*, with *bell at heel*
And blade in hand, their *mazes* wheel;

But chief, beside the butts, there stand
Bold Robin Hood and all his band,—
Friar Tuck with quarterstaff and *cowl*,
Old Scathelock, with his *surly* scowl,
Maid Marian, *fair as ivory bone*.
Their bugles challenge all that will,
In archery to prove their skill.
The Douglas bent a bow of might,—
His first *shaft* centered in the white,
And when in turn he shot again,
His second split the first in *twain*."

7. Sketch briefly Scott's life, showing how he was especially prepared to describe the scenes and events which he portrays.
8. (a) Mention three scenes clearly described in this canto.
   (b) Describe one of these scenes.
9-10. (a) Who were the combatants?
   (b) How came they to be together?
   (c) What qualities do you admire in them?
   (d) What was the cause of the conflict?
   (e) Why was the result of importance?
   (f) How have ideas in regard to hospitality and chivalry changed since the days of border warfare?
11. In what ways do the plot and descriptions enhance the interest in this poem?
12. (a) What tests of skill are performed at the present time?
   (b) How do these tests compare with those at the "archer game"?
13. (a) From the lines quoted in No. 4, indicate one figure of speech.
   (b) Give meaning of the italicized words in No. 6.
14. (a) Why was it possible for the Douglas to sway the feelings of the festive crowd?
   (b) What do you think of the variableness of public opinion at the present time?
15. Which of the characters were historical?
16. Mention three passages in this poem that you would require pupils to learn. (Applicants need not quote, only give substance.) Why?

SCHOOL LAW.

ALL GRADES.

First and second grade applicants first five questions; third grade applicants, second five.

1. Name and give chief provisions of laws enacted by the legislature of 1903 pertaining to schools.
2. Give the law and procedure for bonding school districts for building a schoolhouse.
3. (a) Give ten duties of the director of a school district.
   (b) Give five duties of the treasurer of the school board.
4. Can a school board legally withhold a teacher's pay if said teacher fails to make all reports to the board required by law?
5. What powers have boards of education in graded school districts that district boards in primary school districts do not have?
6. Who may be hired as a teacher by a board of education?
7. How may a district library be organized?
8. What may cause a vacancy in a school district office?
9. What provisions does the law require to be placed in a teacher's contract?
10. Give the dates on which teachers' examinations are held.

THEORY AND ART.

ALL GRADES.

Note.—It was announced last October that the questions in Theory and Art for 1904 would be based upon White's "Art of Teaching."

1. Define teaching and education according to White's "Art of Teaching."
2. What does Mr. White say in regard to primary and advanced methods; also in regard to the tendency to push down into the lower grades subjects formerly pursued only in the higher grades?
3. What three questions, properly answered, will determine the value of any method or device?
4. What are the three kinds of knowledge, and which should receive most consideration?
5. "Knowledge is not the thing known, but the mental effort which knows." Explain and discuss this statement.
6. Give three fundamental principles or laws of teaching. What do you understand by each?
7. Mention the chief particulars in which the State Manual and Course of Study issued in 1903 differs from the preceding edition?
8. It is said that proper teaching consists of three processes; viz., instruction, training, testing. When shall each process be used, and why?
9. What devices would you suggest for teaching geography in the third grade?
10. State the proper treatment for a child who possesses a sanguine temperament.
11. What have you done to improve the ventilation and lighting of your schoolroom during the past winter? If you have not taught, what would you do?
12. Are "concert" recitations ever permissible? Why?

UNITED STATES HISTORY.

FIRST AND SECOND GRADES.

1. What mental habits should be developed in teaching history?
2. Who are your authorities on United States History? Why?
3. Why was the expulsion of Roger Williams from Massachusetts significant?
4. (a) What events led to the Constitutional Convention?
   (b) State five questions discussed at this convention.
   (c) Name five men who helped to frame the constitution.
5. What political parties were in the field at the time of the election of Hayes and what were their contentions?
6. (a) What were the agencies which moulded public opinion so that it was impossible to avoid the Rebellion?
   (b) Describe one campaign of the Civil War as to (a) generals, (b) objective points, (c) movements of armies, (d) results.
7. Give the cause of the financial panic in 1837. Why do banking conditions in the east affect those in the west so much less now than formerly?
8. Give an account of the relations of the United States to her Indians during the past fifty years. State causes and results.
9. Whom do you consider the three foremost statesmen of the United States at the present time? Tell for what each stands and give five reasons for your choice.
10. (a) What do you understand by the phrase "The Americanization of Mexico"?
    (b) What is the present situation in Panama?

THIRD GRADE, BOTH CLASSES.

1. (a) What led to the settlement of New York?
   (b) Describe New Netherlands under the four Dutch governors.
2. (a) What treaty closed the Revolutionary War? Give date.
   (b) State three important provisions of this treaty.

3. Why is the War of 1812 called the second War of Independence?
4. (a) Why was the victory of the Monitor important?
   (b) What attitude did the reorganized states take toward the negro? How did this affect Congress?
5. Name three statesmen of the period between 1845 and 1866, state the respective views of each in regard to existing conditions, and the importance of these views.
6. What did the United States do for Cuba before she was allowed to take her place as an independent nation?
7. How do you teach the real significance of July 4?
8. (a) Mention three important events of Benjamin Harrison's administration.
   (b) When was the Sherman Silver Law repealed? Why was this important?
9. What changes are recommended in the new State Manual and Course of Study in regard to teaching history?
10. Make a statement concerning any five of the following: Herbert Spencer, Republic of Panama, Elihu Root, Mosely Commission, Carnegie, Iroquois disaster, relations between Russia and Japan.

II. Questions prepared by the Superintendent of Public Instruction for the regular examination, June 16-17, 1904.

ALGEBRA.

SECOND GRADE.

1. Find the prime factors of (a) a^4-b^4; (b) $9-a^2$; (c) $8x^2-16xy+8y^2$; (d) $2bc-2c^2-4bd+4cd$.
2. Find the values of x, y, and z in the equations $mx+y=a$; $z-y=b$; $nx-z=c$.
3. Find the square root of $a^4+4b^2-4bc+c^2-4a^2b+2a^2c$.
4. Find the value of x in the equation $2x^2+5x=2\ ^3/_{28}$.
5. Simplify $(a^m+b^n)(a+b)$.
6. A received $\frac{1}{5}$ of an estate, B $\frac{2}{3}$ of the remainder, and C the balance which was $200 more than A received. How much did each receive?
7. A, B, and C together have $1,500. If B gives A $200, A will have $280 more than B; but if B should receive $180 from C, B and C would have equal amounts. How much has each?
8. A rectangular field is 12 rods longer than it is wide, and contains 7 acres. Find the length of each side.
9. The sum of two numbers is 27, and their product is 140. What are the numbers?
10. A certain number consists of three digits. The hundred's digit is $^2/_9$ of the sum of the other two, and if 297 be added the hundred's and unit's digits will change places. What is the number?

ARITHMETIC.

SECOND GRADE.

Mental Work.

Write full analysis. Marking should be made almost entirely upon the analysis. Mere solutions should receive no credit.

1. $\frac{2}{3}$ of 6 is $\frac{2}{5}$ of how many times $\frac{1}{5}$ of 20?
2. A's money is $\frac{2}{3}$ of B's. B's is twice C's. A has $4 more than C. How much has each?
3. 20% of one-half of my money is 20% more than $120. How much have I?
4. A can cut one-half cord of wood in a day; B can cut a cord in $\frac{1}{2}$ a day. How long will it take both working together to cut 3 cords?
5. If a 2-inch pipe will fill a cistern in three hours, how long will it take for two 3-inch pipes to fill it?

Written Work.

1. (a) Write in words the following numbers: 10,026; 250,060.36; 2500.25.
   (b) Write in figures: seven hundred and seven hundredths; seven hundred seven hundredths; ten thousand ten-thousandths.
2. (a) Divide one-tenth by one; one by one-tenth; 3 by three thousandths; .003 by three.
   (b) A man sold a bill of goods on 90-day paper, giving 10%, 5%, and 2% off. He then discounted the note at a bank at 6%, receiving $989.90. What was the amount of the bill of goods?
3. A savings bank account pays 3% interest compounded semi-annually. A man deposits $300 every six months. How much is to his credit at the end of three years?
4. ⅔ of the sum of two numbers is 1000. Their difference is 500. What are the numbers?
5. A cubic block of marble contains ⅔ of a cubic foot. Find the length of one edge in feet.

Mental Work.

THIRD GRADE, BOTH CLASSES.

Note.—Twenty-five credits for this work.

1. $12, the amount paid for a suit of clothes, was ½ of ⅔ of all the money a man had. How much had he?
2. A and B had the same sum of money, but after A had given B $12, he had only ⅔ as much as B. How much had A at first?
3. What per cent of a bushel is 20% of a quart?
4. A can do ¾ as much as B. They dig a ditch, receiving therefor $21. How much should each receive?
5. James and John divided $16 earned for labor so that James had $4 more than John. (a) How much did John receive? (b) What relation does his work sustain to James'?

Written Work.

CLASS B.

Note.—50 credits for this work.

1. (a) Write in words the following numbers: 10,026; 250,060.36; 2500.25.
   (b) Write in figures: seven hundred and seven hundredths; seven hundred seven hundredths; ten thousand ten-thousandths.
2. Divide one-tenth by one; one by one-tenth; 3 by three-thousandths; .003 by three.
3. Prove the work in No. 2.
4. The value of $^1/_7$ of ⅜ of an estate is $4500. What is the value of $^1/_{12}$ of $^1/_{16}$ of it?
5. Find the exact interest on $96 from Jan. 1, 1904, to July 31, 1904.

CLASS A.

Note.—50 credits for this work.

1. (a) Write in words the following numbers: 10,026; 250,060.36; 2500.25.
   (b) Write in figures: seven hundred and seven hundredths; seven hundred seven hundredths; ten thousand ten-thousandths.
2. Divide one-tenth by one; one by one-tenth; 3 by three-thousandths; .003 by three.
3. Prove the work in No. 2.
4. Outline a lesson for a class in third grade numbers.
5. Give your method of introducing fractions, stating the grade.

MENTAL ARITHMETIC.

ALL GRADES.

Note.—(1) Distribute these lists among all the applicants, placing them face down upon the desks.
(2) Each applicant write his number or name across the back of the list.
(3) At a signal from the commissioner, all reverse the papers and in the *right-hand margin* write answers to the questions. 15 *minutes* given for this.
(4) At the second signal, all again reverse the papers when they will at once be collected by the examiners.
Give (a) *one-fourth per cent* for each answer written, (b) *one per cent* additional for each *correct* answer, making 25 per cent for this part of the examination.

1. What is the sum of ½ of 1000, ¾ of 1000, ⅝ of 1000, and $^1/_{16}$ of 2000?
2. Add 25, 36, 46, 81.
3. From the sum of ½ and ¾ take their difference.
4. Find cost of 12½ yds. of cloth at $1.12 a yd.
5. How many inches in 3¾ yds.?
6. How many dozen in 3¾ gross?
7. How many ounces in 2 tons?
8. What will 1200 pens cost at 75 cents a hundred?
9. What will 1200 horses cost at $75 each?
10. Divide $^{26}/_{13}$ by ¾.
11. How many cows at $33⅓ can be bought for $800?
12. 10% of 5 is what per cent of 10?
13. Find the cost of 160 spoons at $3 a dozen.
14. What is 16⅔% of 60 acres of land?
15. If a watch gains 15 seconds each day, how much will it gain in June?
16. How many 3-inch cubes can be cut from a block 1 foot long, 6 inches wide and 6 inches thick?
17. What time is it when the time past midnight is twice time to midnight?
18. A can cut an acre of grass in 2½ hours, B can cut ⅛ of an acre in an hour. How long for both to cut an acre working together?
19. How many times can $62.50 be subtracted from $1250?
20. Multiply 16 by 112½%.

BOTANY.

SECOND GRADE.

1. Define botany, forestry, nature study.
2. (a) What plants are suitable for a window garden?
   (b) Give three reasons why there should be a window garden in every schoolroom.
3. Define trailing, decumbent, ascending stems, and give examples.
4. Explain the terms annual, biennial, perennial, as applied to plants.
5. Name the parts of a complete flower. Explain the terms perfect, symmetrical, diadelphous.
6. Name five kinds of flower clusters and give examples.
7. Name five leaf forms, and plants which have such leaves.
8. Define ovule, carpel, pollen, dehiscence, estivation.
9. What conditions are essential to germination of seeds?
10. Draw a plan for school grounds, locating buildings, trees, playground, flower plots, etc.

Note.—This is to test your idea of the proper landscape effects in a well arranged school ground.

CIVIL GOVERNMENT.

SECOND GRADE.

1. (a) What officers are elected by a joint ballot of the legislature?
   (b) For how long a term?
   (c) Whose place will the next such election in this State fill?
2. (a) How is war declared?
   (b) How ended?
3. Give term of office, salary, and principal duties of any one of the following county officials: (a) Judge of Probate, (b) Sheriff, (c) Circuit Judge.
4. Name the various school officials of this State from the Superintendent of Public Instruction down to the district officers.
5. Outline all the steps necessary to nominate the president of the United States.
6. Give names, term of office, and salary of members of the Supreme Court of the United States.
7. Give powers of Congress relating to money and counterfeiting.
8. Give Constitutional provision under which appropriations for improvement of harbors are made.
9. How many amendments have been made to the United States Constitution?
10. Give method by which juries are selected.

THIRD GRADE, BOTH CLASSES.

1. (a) What officers are elected by a joint ballot of the legislature?
   (b) For how long a term?
   (c) Whose place will the next such election in this State fill?
2. Where must all bills for raising revenue originate?
3. What constitutes treason against the United States? How punished?
4. (a) How is war declared?
   (b) How ended?
5. Give term of office, salary, and principal duties of any one of the following county officials: (a) Judge of Probate, (b) Sheriff, (c) Circuit Judge.
6. (a) What is the meaning of an ex-post facto law?
   (b) What is the provision of the Constitution with reference to such?
7. (a) Name the township officers.
   (b) Name the district officers of an ungraded school.
8. Name the various school officials of this State from the Superintendent of Public Instruction to the district officers.
9-10. Outline the judiciary of the State from the supreme court to the justice court.

GENERAL HISTORY.

SECOND GRADE.

1. State the results to civilization of the Punic wars.
2. Mention five good results of the system of feudalism.
3. Who were the Normans and what were some of the advantages derived from the Norman conquest?
4. Describe the Reformation in Germany and state how this affected the papacy.
5. Contrast the English ideals of liberty at the time of the granting of the Magna Charta with the American ideals at the time of the adoption of the Declaration of Independence.
6. Describe the expedition which marked the beginning of Spain's decline.
7. Name three English writers of the Elizabethan era and state their influence upon subsequent literature.
8. (a) What reforms were instituted by Alexander II. of Russia?
   (b) How do you account for the present status of the Russian?
9. (a) Name three European statesmen of the present day.
   (b) Outline the reign of the last queen of England.
10. Describe Japan as to (a) government, (b) schools, (c) commerce, (d) characteristics of the people, (e) their civilization, (f) some of their leading warriors or statesmen.

GEOGRAPHY.

SECOND GRADE.

1. Outline a plan for the study of Michigan.
2. Name the states formed from the Louisiana Purchase, and name and locate three chief cities in each.
3. (a) Name the countries or islands from which we obtain mahogany, asphalt, hemp, camphor, ivory.
   (b) What do we send to each of these countries in exchange?
4. (a) Name the articles of export from Argentina, Chili, Brazil, Australia, Canada.
   (b) In what lines of production do these countries compete with the United States?
5. Name and locate the chief seaports of Africa, and indicate the pronunciation of each.
6. Locate the British, German, and French possessions in Africa, and explain the government of the Congo Free State.
7. Name and locate the ten most important cities in the United States and give approximate distance of each from New York.
8. Name the plateaus of the world that are inhabited by man and compare them as to civilization and production.
9. (a) What books would you have your pupils read in order to understand the character of the people, customs, religion, education, and powers of endurance of Russia and Japan?
   (b) What do you understand by comparative geography and in what grades should it be presented?

THIRD GRADE, BOTH CLASSES.

1. Give ten counties of Michigan that were named after prominent Americans.
2. Name the river systems of Europe. How do they compare with the systems of North America?
3. Name the city of Michigan that excels in the manufacture of (a) threshing machines, (b) furniture, (c) passenger and freight cars, (d) lumber, (e) salt, (f) stoves, (g) sugar.
4. Locate Port Arthur, Panama, Warsaw, Liverpool, Buenos Aires.
5. Explain the lack of rainfall in Arizona and California.
6. Define zone, river system, prime meridian, political geography, trade wind.
7. Name the southern states, and give their three chief industries.
8. Name five cities of South America and indicate the pronunciation of each.
9. Name four cities of France, four productions, two manufacturers.
10. (a) From what countries do we get Peruvian bark, bananas, spices, diamonds, opium?
    (b) What mental faculties are especially exercised in studying geography?

GRAMMAR.

SECOND GRADE.

1. Write a letter applying for a rural school.

Note.—Examiners mark on form, language, punctuation, spelling.

2. Name the kinds of pronouns, and explain when and why each is used.
3. How may verbs that are usually intransitive become transitive? Illustrate.
4. Discuss the infinitive mood. Name an author who uses this term.
5. Define defective verb, auxiliary verb, conjugation, impersonal verb.
6. Give six constructions that may be used as substitutes for the adjective, and give examples.
7. Write a complex sentence and analyze it as you require your pupils to ana'—

8. Form the plurals of the following: grotto, folio, calico, shelf, foot, index, terminus, 2, ellipsis, beau.
9. Explain as to a class the difference between an objective complement and an indirect object.
10. State clearly in two or more paragraphs the thought contained in one of the following proverbs:
    "Plow deep while sluggards sleep, and you shall have corn to sell and keep."
    "It is hard for an empty bag to stand upright."

THIRD GRADE, BOTH CLASSES.

1. Name all the possible substitutes for a noun.
2. Name the different kinds of adjectives used by your author and give examples.
3. Name the properties of verbs as given in parsing.
4. Decline he, it, who, men.
5. Write sentences containing:
   (a) a direct and an indirect object.
   (b) an explanatory clause.
   (c) an adverb of degree.
   (d) "there" used as an expletive or anticipative subject.
   (e) a participle used independently.
6. Give the principal parts of the verbs: bid, can, lie, teach, see.
7. Conjugate two of the verbs from No. 6 in the present perfect, past, and future tenses.
8. Define collective noun, phrase, restrictive clause, conjunctive adverb.
9. Analyze: Why did you not give him the book when requested to do so?
10. State clearly in two or more paragraphs the thought contained in one of the following proverbs:
    "Plow deep while sluggards sleep, and you shall have corn to sell and keep."
    "It is hard for an empty bag to stand upright."

ORTHOGRAPHY.

ALL GRADES.

1. Classify consonants according to the organs by which they are formed and name the letters belonging to each class.
2. Illustrate by their use in words all the different sounds of *e*.
3. Give the rules for spelling the following words and mention an exception to each rule: full, planned, buying, outrageous, knives.
4. (a) Mention three ways of securing interest in written spelling.
   (b) What is meant by "reformed spelling?"
5. Name and give meaning of ten common prefixes and illustrate their use in words.
6. "Every generation enjoys the use of a vast hoard bequeathed to it by antiquity, and transmits that hoard, augmented by fresh acquisitions to future ages."
   (a) Name all of the derivative words in the above sentence.
   (b) Give an antonym of *fresh*.
   (c) Name a primitive word in the above.
   (d) Point out a synonym of *devise* in the sentence.

LIST OF WORDS.

ALL GRADES.

1. Louisiana
2. exhibit
3. electrical
4. colonial
5. Philippine
6. transportation
7. adjutant
8. consul
9. divisor
10. accountant
11. discount
12. estuary
13. geographical
14. oriole
15. wren
16. isthmus
17. latitude
18. possessive
19. infinitive
20. definition
21. primitive
22. syntax
23. parse
24. center
25. Saugatuck
26. Berrien
27. agriculture
28. femur
29. sutures
30. lymph
31. auxiliary
32. Tokyo
33. accept
34. relieve
35. traceable
36. humming
37. lying
38. specifying
39. loaves
40. effect
41. knives
42. dandelion
43. Ypsilanti
44. choice
45. lose
46. Columbus
47. blossom
48. immigrate
49. torpedo
50. Wednesday

PHYSICS.

SECOND GRADE.

1. Define statics, dynamics, velocity, acceleration, resolution of forces.
2. (a) Give the general law of machines.
   (b) Make and solve a problem involving the inclined plane.
3. Define specific gravity. Find the specific gravity of a body which weighs 146 grams in air, and 94 grams in water, and explain.
4. Give the kinetic theory of gases.
5. Draw a figure of and explain a force pump.
6. What is meant by the interference of sound waves? Give an experiment to illustrate this.
7. Give three methods by which heat may be transferred or transmitted. Illustrate one of them.
8. (a) Give the laws of evaporation.
   (b) What is meant by a saturated air?
   (c) What effect is produced by a decrease in temperature when air is saturated?
9. Explain by a figure how it is that the reflection of a body in a plane mirror is reversed, left to right, and vice versa; also why the image is as far back of the mirror as the object is in front.
10. What is meant by magnetic field, magnetic induction, a battery, electro-motive force, current?

PHYSIOLOGY.

SECOND GRADE.

1. Draw a diagram showing a sectional view of the skin and indicate the names of the glands, tissues, and modifications in the drawing.
2. Describe and locate accurately the kidneys and state their functions.
3. Compare nervous and muscular tissue.
4. What is the purpose of the flat bones? Of the small irregular bones? Of the long bones? Name one of each shape.
5. (a) Describe a good sitting position.
   (b) Mention three common deformities acquired by improper positions.
6. (a) In each case explain the effect of tight bands at the waist, throat, or on the limbs.
   (b) What is the tobacco heart?
7. What is a communicable disease? Name three and in each case tell the most common mode of spreading the disease.
8. Explain how one can walk and carry on a conversation at the same time.
9. (a) What makes the lymph flow?
   (b) Show how a cold in the head affects the sense of smell.
10. (a) Why are asparagus, onions, rhubarb, and fruits good food for this season?
    (b) How does the state of the mind affect digestion and why?

THIRD GRADE, BOTH CLASSES.

1. How does a hot day affect the skin? a hot drink? a cold drink? a hot bath? a cold bath?
2. (a) What kind of joints are the hip joints? those found in the spinal column? at the elbow? in the bones of the head?
   (b) What is a sprain?
3. (a) Describe the lymphatic circulation.
   (b) Mention three uses of the sense of smell.
4. What is the relation between respiration and the condition of the blood?
5. Classify muscles and state how each class is controlled.
6. (a) Describe osseous tissue.
   (b) Mention three common deformities caused by improper positions in sitting and state how to correct one of these.
7. Compare the effects of cigar and cigarette smoking upon the respiratory organs.
8. (a) Name three vegetable foods that could take the place of meat. Why?
   (b) Define germ, sanitation, antiseptic, stimulant, narcotic.
9. Describe the liver and state the effect of its disease upon the system.
10. (a) What is the cause of sunstroke?
    (b) How are voice sounds produced?
    (c) Mention three things you would teach in regard to the hygiene of the voice.

READING.

ALL GRADES.

Answer those questions marked with a * and any other two.

"Cotter's Saturday Night."

1. Mention some poems that have undoubtedly influenced the language of this selection.
2. To whom is the first stanza addressed and why is it not in the Scottish dialect?
*3. Mention some things in Burns' life to be deplored. How do they influence some of the descriptions or sentiments of this poem?

*4. Contrast the outdoor scene described and that which greeted the cotter on going home.
5. Who were the cotters?
*6. Where had the cotter's children been, and why did they come home this night? Explain the charm of this gathering as the poet has pictured it.
7. (a) Why is an additional interest felt in Jenny?
(b) Why does she fail to tell about the "neebor lad" until she hears the rap?
(c) Why did the father and mother receive this young man with favor?
*8. Give the meanings of all italicized words:

"But now the supper crowns their simple board,
The *halesome parritch*, chief of *Scotia's* food;
The *soupe* their only *hawkie* does afford,
That *'yont* the *hallan* snugly *chows* her *cood;*
The dame brings forth, in complimental mood,
To grace the lad, her *weel-hained kebbuck fell,*
And *aft* he's prest, and aft he *ca's* it *guid;*
The frugal wifie, *garrulous*, will tell
How 'was a *twomond auld, sin' lint was i' the bell.*"

9. (a) What does Burns think is the chief purpose of the "holy lays" sung that evening?
(b) How does he compare this music with the great music of Italy? Do you agree with this? Why?
10. (a) Of whom is the cotter said to be the picture?
(b) What difference does Burns see between the religion of this home and that of "congregations wide?"
*11. (a) What advice had the father and mother given in regard to their children's relations to their employers?
(b) What farther duties are taught in the reading and prayer?
*12. After all, which things in life are most to be desired and sought after?
*13. (a) How have reverence for the Sabbath and for the Bible influenced the Scottish character?
(b) Explain the lack of reverence of the present age in America.
14. "And oh! may Heaven their simple lives prevent
From luxury's contagion, weak and vile!
Then, howe'er crowns and coronets be rent,
A virtuous populace may rise the while,
And stand a wall of fire around their much-loved isle."
Indicate figures in the above.
*15. Find in this poem some reasons for the great love the Scottish people have for Burns.

SCHOOL LAW.

ALL GRADES.

1. How may a teacher be legally hired? Give procedure.
2. Is it legal to use a schoolhouse for dances, meetings of secret societies, or entertainments of any kind not connected with school work?
3. What articles are included in "necessary appendages?"
4. Give chief provisions of the law in regard to the adoption of text-books.
5. If nothing is said in a teachers' contract in regard to janitor work, can a teacher be required to perform such work?

STATE MANUAL AND COURSE OF STUDY.

ALL GRADES.

1. (a) How many grades are outlined?
   (b) What subjects are recommended to be taught?
2. In which grades are the following taken up: (a) Text-book in arithmetic, geography, grammar, (b) writing?
3. What grades are in the "Intermediate Division?"
4. Give three of the hints on primary reading.
5. Give two "inferences" on number work.
6. Give an outline of the subjects in third grade work.
7. In what grade is oral instruction without text-book dropped?
8. (a) When is the introduction of a speller recommended?
   (b) When the use of a pen?
9. (a) When is physiology completed?
   (b) When is United States history with text-book taken up?
10. Give some examples to illustrate three methods of computation suggested in sixth grade.

THEORY AND ART.

ALL GRADES.

1. Explain the analytic and the synthetic methods of teaching.
2. It is necessary that pupils acquire skill. How does Mr. White say this may be done?
3. What does he say of aimless, excessive, and concert drills?
4. (a) Give three methods of testing a pupil's attainments.
   (b) Without reference to any author, what in your judgment is the most effective and satisfactory test to be applied?
5. (a) What do you understand by discipline?
   (b) Discuss the subject of "instruction independent of the text-book."

UNITED STATES HISTORY.

SECOND GRADE.

1. During the seventeenth century where and by what nationalities were permanent settlements made in North America?
2. What was the European idea of a colony and its object?
3. Why was it necessary to substitute the Constitution for the Articles of Confederation?
4. (a) Why was the Hudson river of importance during the Revolution?
   (b) Describe one battle fought during this war and state its object and results.
5. What part did William Hull play in early Michigan history?
6. In order to emphasize the personal element in history, mention three men whose careers you would teach in connection with the Civil War and the points you would emphasize in each.
7. What is a compromise? Mention two compromises effected before the Civil War. Were these desirable? Why?
8. What were the results of the Spanish-American War (a) to Cuba, (b) in regard to our foreign relations, (c) to the American people?
9. Give a brief characterization of Garfield and his services to his country.
10. Write a paragraph of at least fifty words in regard to one of the following:
    (a) World's Fair at St. Louis.
    (b) Tuskegee Institute.
    (c) Naval Force of the United States.
    (d) Mormonism in the United States.

THIRD GRADE, BOTH CLASSES.

1. What does the State Manual and Course of Study recommend as history work for the seventh grade? State four facts which you would teach, following this plan.
2. Associate the following names with the early history of the American people: George III, Braddock, John Winthrop, James Oglethorpe, Robert Morris, La Salle, De Soto.
3. Mention the laws passed by Great Britain regulating trade with the American colonies and state their effect.
4. How did the United States gain possession of Northwest Territory?
5. What patriotic poems would you teach in connection with (a) the Revolutionary War, (b) War of 1812, (c) Civil War?
6. Name four inventions of the first half of the nineteenth century that were destined to revolutionize commercial relations.
7. Why did the South desire a sort of balance in admitting free and slave States? Mention with results three struggles occasioned by this desire.
8. (a) What will probably be some of the issues of the political campaign of 1904?
   (b) Give a brief sketch of the life of Columbus and state what qualities of his character made his discoveries possible.
9. (a) How did Farragut aid in putting down the Rebellion?
   (b) What caused the disagreement between Johnson and Congress?
10. (a) State the present importance of the following places: St. Louis, Port Arthur, Oyster Bay.
    (b) Who are some of the candidates for president and vice-president?

III. Questions prepared by the Superintendent of Public Instruction for the regular examination, August 11-13, 1904.

ALGEBRA.

FIRST GRADE.

1. Divide 29 and 19 each into two parts such that the difference of the squares of the first parts of each shall be 168, and the difference of the squares of the second parts of each shall be 80.
2. Find the equation whose roots are each more by 3 than the roots of $x^2-27x-28=0$.
3. Solve for x:

$$\frac{\sqrt{4x+1}+2\sqrt{x}}{\sqrt{4x+1}-2\sqrt{x}}=9.$$

4. Two brothers, A and B, live on islands outside a certain city. When either goes to the city he goes by the way of his brother's place. A's distance to the city thus is 820 rods; B's distance is 800 rods. Should A go to his brother's by the way of the city, he would travel 97 rods. How far do A and B live apart?
5. Two cubical boxes have together a capacity of 1072 cu. ft., and the sum of their heights is 16 ft. What is the capacity of each?
6. (a) Given a, l, and s, of an arithmetical progression to find the other terms.
   (b) Given a, d, and s, to derive a general formula for n.
7. Given r, n, and s, to derive a general formula for a and l.
8. There are four numbers the first three of which form an arithmetical progression, and the last three a geometrical progression. The sum of the first and third is 2, of the second and fourth is 37. What are the numbers?
9. Find the general equation for the value of x in $ax^2+bx=c$, and show its application to a numerical equation.
10. Find the value of x in the following equation: $27x^3+9x^2-147x=49$.

SECOND GRADE.

1. Divide a^6-b^6 by $a^3-2a^2b+2ab^2-b^3$.
2. Factor: $16c^2-48c+35$; $2x^2+11x+12$; x^8-y^8.
3. Reduce the following to its simplest form:

$$\left(\frac{a-1}{6}-\frac{2a-7}{2}\right)\div\left(\frac{3a}{4}-3\right).$$

4. Find the value of the unknown quantity in the following:

$$\frac{a\,(b^2-z^2)}{cz}+\frac{2z}{c}-cz=\frac{a\,b^2}{cz}-\frac{8a}{c}.$$

5. Find two numbers whose sum is 70, such that the first, divided by the second, gives a quotient of 2 and a remainder of 1.
6. A can do a piece of work in 5 days, and B can do the same in 6 days. How long will it take both working together?
7. Two numbers are as 5 to 7, and their sum is 72. What are the numbers?
8. The sum of the three figures of a certain number is 10. The sum of the first and last figures is $\frac{2}{3}$ of the second digit; and, if 198 be subtracted from the number, the digits will be inverted. What is the number?
9. Divide 20 into two such parts that their product will be 96.
10. The sum of two numbers is 100, and the difference of their square roots is 2. What are the numbers?

ARITHMETIC.

FIRST GRADE.

Note.—Analyze last three problems.

1. The pyramid of Cheops is 480.75 ft. high and has a base 764 ft. sq. What is the volume?
2. What is the size of a circle whose area equals in square feet its circumference in linear feet?
3. What proportion of a cube is cut away when the largest possible sphere is turned from it?
4. One cube is three times as high as another. What are the ratios of (a) their surfaces, (b) their contents?
5. To what common fraction is 0.15277 equal?
6. The s. g. of ice is .92, of sea-water 1.025. Suppose an iceberg of fresh water, having the form of a pyramid, projects 100 ft. above the water, how far does it extend beneath the surface?
7. A sphere whose surface is 1256.64 sq. in. weighs 12 tons. What is the weight of a sphere of the same material whose surface is 314.16 sq. in.?
8. Sold goods at 20, 12½, and 10% off, the total discounts amounting to $111. What was the amount of the original bill?
9. A's rate of walking is to B's as 4 to 5, and his distance to B's as 6 to 5. How will his time compare with B's?

SECOND GRADE.

Note.—Analyze last three problems.

1. A locomotive consumes $^1/_{20}$ of its tankful of water every mile. If it starts with only $\frac{3}{5}$ of a tankful, how many miles has it gone when it has $^2/_{15}$ of a tankful left?
2. One machine can turn out as many nails in 7½ hours as another can in 8 hours. How long would it require both machines to do the work assigned to the faster for 22½ hours?
3. A farmer rakes hay that has been cut on a 4 A. field 120 yd. wide, using a horse rake 8 ft. wide. How many rods does the horse travel?

4. 25 bushels of corn are worth as much as 15 bushels of wheat. How many bushels of corn are worth as much as 35 bushels of wheat?
5. Which is better, to buy at 10% and 10% off, or at 15% and 5% off?
6. A boy buys apples at the rate of 3 for 2 cents, and four times as many at the rate of 4 for 3 cents. He sells all at one cent each. What is his gain or loss per cent?
7. A plow was sold at 75% of its cost; but if it had cost $2 more, it would have been sold for but 50% of its cost. Find the cost.
8. Two spheres whose radii are as 2 to 1, together weigh 27 lbs. What is the weight of each?

THIRD GRADE, CLASS B.

Note.—Analyze last three problems.

1. Define (a) notation, (b) numeration, (c) periods, (d) decimal fraction, (e) L. C. M.
2. Give and illustrate the "principles of division."
3. Formulate a problem relating to purchase of merchandise that the following expression will solve:

$$\frac{\$\frac{3}{4} \times 16\frac{1}{2}}{12}$$

4. What is the amount today of a note for $450.00 dated June 30, 1903, at 6%, upon which was indorsed $200.00 Jan. 1, 1904, and $250.00 June 21, 1904?
5. Potatoes are sold by heaped measure. If 4 heaped bushels equal 5 struck bushels, how many bushels of potatoes will a bin hold 12x8x7 ft.?
6. Twice a man gave ¾ the money he had to his friend. The first gift was $900 more than the second. How much was each gift?
7. At $40 an acre, what is the value of a rectangular field 1/7 of a mile around, the length being ¾ of the breadth?
8. A, B, and C plant 120 acres of potatoes. A planting 2 times as many acres as B, and B 3 times as many as C. They raise 90 bu. to the acre, selling at 50 cents. What is each man's share?

CLASS A.

Note.—Analyze last three problems.

1. Define (a) notation, (b) numeration, (c) periods, (d) decimal fraction, (e) L. C. M.
2. Give and illustrate the "principles of division."
3. Formulate a problem relating to purchase of merchandise that the following expression will solve:

$$\frac{\$\frac{3}{4} \times 16\frac{1}{2}}{12}$$

4. Outline a lesson in third grade number work, according to the State Manual and Course of Study.
5. Give your method of explaining the reduction of fractions to common denominator.
6. Twice a man gave ¾ the money he had to his friend. The first gift was $900 more than the second. How much was each gift?
7. At $40 an acre, what is the value of a rectangular field 1/7 of a mile around, the length being ¾ of the breadth?
8. ⅔ of ½ of 60 is ⅝ of how many times ½ of 240?

MENTAL ARITHMETIC.

ALL GRADES.

Note.—(1) Distribute these lists among all the applicants, placing them face down upon the desks.
(2) Each applicant write his number or name across the back of the list.
(3) At a signal from the commissioner, all reverse the papers and in the *right-hand margin* write as many answers to the questions as possible in 15 *minutes*.
(4) At the second signal, all again reverse the papers when they will at once be collected by the examiners.
Give (a) *one-fourth per cent* for each answer written, (b) *one per cent* additional for each *correct* answer, making 25 per cent for this part of the examination.

1. What number is the same part of 30 that 3 is of 5?
2. 2 is to 5 as what number is to 15?
3. What number diminished by ¼ of itself becomes 27?
4. ⅖ is ⅘ of what?
5. ⅜ is the relation of what number to 24?
6. A can husk 9 bushels of corn while B husks 12. When A has husked 108 bushels, how many has B husked?
7. 3⅓ is what part of 5?
8. If $^3/_4$ of a ton of hay costs $8⅓, how many tons will cost $50?
9. What mixed number equals $^1/_{16}$ of 100?
10. Sold a watch costing $37½, for $30. What was the per cent of loss?
11. Buy oranges 3 for 5 cents, and sell 5 for 6 cents. How much gain or loss per cent?
12. If by selling apples at 14 cents a peck I gained 16⅔%, what must I sell them for per bushel to gain 33⅓%?
13. I gave $12 for a saddle, which was 15% of what I paid for a horse. What did the horse cost?
14. What number diminished by ½% of itself is $99.50?
15. From a keg containing 12 gallons of wine, 9 quarts leaked out. What was the loss %?
16. The gain is ⅜ the cost. What per cent is the selling price?
17. An agent who charged 2½% commission received $50 for selling goods. How much did he send to the owner?
18. A bill of goods for $500 was sold at 20% and 10% off. How much to settle the bill?
19. Principal is $200: the interest $18; the rate per cent 4. What is the time?
20. A square room requires 25 square yards of carpet. How many feet long is the room?

BOTANY.

FIRST GRADE.

1. Describe the structure, parts, shape, and methods of development of a plant cell. Describe the difference between cells of the growing tips of plants and those in the more mature parts.
2. Name the several kinds of wood fibers and describe carefully one of them.
3. What does the term tissue mean as used in botany?
4. Draw a cross-section of a typical exogenous stem and name parts.
5. Describe the effects of variations of light and heat upon plant growth.
6. Define the terms monoecious, dioecious, polygamous, staminate, incomplete.
7. Define perianth, and describe the corolla of the morning glory, sweet pea, apple, dandelion, violet.
8. Explain the terms perennial, annual, deciduous, acaulescent, inflorescence.
9. Name the different plans of leaf arrangement on the stem, and name plants having each.
10. (a) What is meant by a resting bud, an accessory bud?
    (b) Describe roots in general, also aerial roots and storage roots.

SECOND GRADE.

1. What is a seed? What does it contain?
2. Name the parts of a plant and give the general function of each.
3. Define root stock, tuber, bulb, and name some plants having them.
4. Name the parts of a typical leaf. Name plants having leaves of the following forms: lanceolate, ovate, spatulate, cordate, linear.
5. What is pollination? Give three methods by which it is accomplished.
6. Define the terms gamopetalous, hypogynous, inflorescence.
7. Explain what is meant by the terms innate, adnate, versatile, introrse, extrorse as applied to the anther.
8. Define achene, berry, drupe, pome, nut.
9. Name all the wild flowers with which you are familiar that grow in the fall of the year.
10. (a) Name five varieties of trees that grow rapidly and five that grow slowly.
    (b) Name some shrubs that would be ornamental to the school grounds.

CIVIL GOVERNMENT.

FIRST AND SECOND GRADES.

1. (a) Mention the defects of the Articles of Confederation.
   (b) For how long a time were they the only basis of government?
   (c) Give brief account of adoption of that which succeeded it, showing how the "defects" were remedied.
2. Discuss the question of state elections.
3. Give the Constitutional provisions relating to money.
4. Discuss "impeachment," giving the procedure in full.
5. Discuss the "Civil Service Law" in full.
6. Mention the prohibitions upon the states.
7. The Governor of Michigan:
   (a) Give his qualifications.
   (b) Powers and duties with reference to (a) legislature, (b) pardons, (c) state military, (d) veto.
8. Give the principal duties of the following officers: adjutant general, commissioner of insurance, commissioner of railroads.
9. (a) Who are the nominees for State offices?
   (b) What is "patronage"?
   (c) How are appointments to positions in state offices made?
10. Discuss taxation—state, county, township, city—with reference to purposes, assessments, equalization, collection.

THIRD GRADE, BOTH CLASSES.

1. Define (a) citizenship, (b) franchise, (c) legislative power.
2. Give the different departments of government, and give an example illustrating the work of each.
3. Discuss fully the office of chief executive of the United States.
4. What are the qualifications of (a) President, (b) U. S. Representatives, (c) U. S. Senators?
5. (a) What officials constitute the President's Cabinet?
   (b) Give duties of two of them.
6. How and when are the following officials chosen: (a) president, (b) U. S. senators, (c) governor, (d) judge of probate, (e) commissioner of schools, (f) justice of the peace?
7. Who are the present nominees for state offices?
8. (a) What is an income tax?
   (b) What are the sources of public money for the support of schools?
9. Define "letters of marque and reprisal" and give the provisions of the State constitution with reference to the same.
10. Discuss the Constitutional provisions with reference to money.

GENERAL HISTORY.

FIRST GRADE.

1. What was the place of Assyria in the ancient world and how has this kingdom permanently influenced later civilization?
2. State your purpose in teaching the history of Greece and tell how you measure the success of your results.
3. Discuss the church as an institution of the middle ages.
4. What were the effects of the Crusades, (a) upon the church, (b) politically, (c) intellectually, (d) commercially?
5. Account for the condition of France under Louis XIV.
6. Give an account of the War of the Roses, stating results of the struggle.
7. What was the policy of Bismarck, and how did this affect his country?
8. It is said that Russia has few, if any, great men. Is this true? Why?
9. Account for the failure of Spain's colonies.
10. (a) What is meant by "Divine Right of Kings"?
    (b) Mention some struggles caused by this "Right," and state the results of one of these.

SECOND GRADE.

1. What is meant by historical insight? Show by an illustration how the successful teacher needs this.
2. Describe the battle of Marathon and state why it should be called one of the decisive battles of the world.
3. State the causes of the conflict in which Joan of Arc was an important figure and tell what services she performed for France.
4. Describe the struggle between England and Scotland and state the final results.
5. Trace the growth of constitutional liberty in England to the downfall of the commonwealth.
6. What was Napoleon's plan for his empire? What was the result?
7. Give the results of the Franco-Prussian War.
8. Mention an important problem at present before the English; the Germans; the French.
9. Name three English statesmen of the past century and state for what each stood.
10. Describe Russia as to (a) government, (b) institutions, (c) schools, (d) military leaders, (e) statesmen.

GEOGRAPHY.

FIRST AND SECOND GRADES.

1. Name the North Central states and name and locate five important cities in each.
2. Give the latitude and longitude of your home, and state what time it is at Manila when it is ten o'clock a. m. at your home on any given day.
3. Name and locate the chief seaports of Europe.
4. State how the production of coal, cotton, and wheat in the United States compares with the production of each in all the rest of the world.
5. Name the ten greatest manufactures in the United States.
6. Define sand dune, erosion, spring, divide, flood plain.
7. Name the river systems of South America, and give the characteristic climate and vegetation of each.
8. (a) Name the chief articles of export trade between the United States and Germany.
   (b) Between the United States and Africa.
9. Locate the petroleum fields, gold fields, forest regions, and salt regions of the world.

10. (a) What mental faculties are especially exercised in studying geography?
(b) Indicate the pronunciation of Aconcagua, Asuncion, Cairo, Edinburgh, Delhi, Guiana, Gautemala, Tocantins, Caucasus, Uruguay.

THIRD GRADE, CLASS B.

1. Name the New England States and name and locate five cities in each.
2. Locate the fruit belt of Michigan, and name the fruits produced.
3. Name the countries or islands from which we obtain pepper, spices, rubber, wines, olives.
4. Give the soil, surface, and productions of Japan.
5. Name the chief articles of export trade between the United States and England.
6. Name the river systems of Asia and the chief rivers of each.
7. Define latitude, great circle, plateau, standard time, delta.
8. Name the cities on the Mississippi river.
9. Name the minerals and metals found in Michigan.
10. Locate Manchester canal, Hong Kong, Seoul, Port Said, Finland, Pike's Peak, Servia, El Paso, Mt. Everest, Bermuda.

CLASS A.

1. Outline your method of teaching the geography of a county.
2. What is the relation of nature study to geography?
3. Name the countries or islands from which we obtain pepper, spices, rubber, wines, olives.
4. Why is it a good plan to have children make collections of minerals, woods, plants, etc.?
5. How do you seek to cultivate a geographical vocabulary?
6. What facts in regard to Michigan should be taught to children in the first four grades? State in which grade each should be presented.
7-10. Write a typical "journey story" of a trip from your home to Washington, Savannah, New Orleans and back to your home.

GEOMETRY.

FIRST GRADE.

1. Interpret and define the following: ax., post., th., ppd.
2. Give and demonstrate a theorem with reference to the shortest line from a given external point to a given line.
3. Demonstrate: The locus of points equidistant from two non-parallel given lines consists of the bisectors of their included angles.
4. Give the various cases in which triangles are similar and demonstrate one of them.
5. Divide a given line into extreme and mean ratio, and prove the method.
6. The perimeter of a regular hexagon is 840 feet, and that of a regular octagon is the same. Find the difference in their areas.
7. Demonstrate: The area of a circle is equal to half the product of its circumference by radius.
8. Find the side of a regular inscribed decagon in terms of the radius of the circumscribed circle.
9. Draw all the possible tangents to two circles external to each other.
10. Draw a square whose diagonal shall exceed any side by one-half inch, giving method of finding the side by lines.

GRAMMAR.

FIRST AND SECOND GRADES.

1. What parts of speech and expressions may be used as the complement of a verb? Illustrate each.
2. What disposition of idiomatic expressions do you make and teach?
3. (a) What is the purpose of declensions and conjugations?
   (b) How do you teach them?
4. State two ways in which verbs usually transitive may become intransitive, and two ways in which verbs usually intransitive may become transitive. Illustrate each.
5. "Copulative, or incomplete intransitive verbs, express identity, quality, a presumed identity, or existence." Illustrate each.
6. Define and explain the use of the indicative, imperative, and subjunctive modes. Does your author use the infinitive mood? If so, explain it and give five uses in a sentence.
7. Distinguish between a participle and an adjective.
8. What is included in syntax? What do you understand by concord of tenses, concord of cases, concord of adjective and noun?
9-10. Give a grammatical disposition of the italicized words and expressions in the following sentences:
   (a) The book is *worth* five *dollars.*
   (b) The teacher advised *the boy to return.*
   (c) *That you have wronged me,* doth appear in this.
   (d) How is *it* with you?
   (e) We roughed *it* on our journey.
   (f) His actions were *in bad taste.*
   (g) The fault is *yours,* the money is *ours.*
   (h) We do not propose to be *laughed at* for our folly.
   (i) He is *here.* John is *present now.*
   (j) Grant, *as a general,* rose to the highest fame.
   (k) We expect to carry *off* the prize.
   (l) We found the report *to be true.*
   (m) True wit is *like* a diamond.
   (n) He painted the *house white.*
   (o) I knew *him to be truthful.*
   (p) He is *near* the house?

THIRD GRADE, CLASS B.

1. Name the parts of speech. Define three of them.
2. Name the principal parts of a verb. Give principal parts of bid, lie, teach.
3. Compare bad, forth, well, often, keenly, and give rules for comparison.
4. Name the classes of pronouns and give example of each.
5. Give sentences containing (a) adjective clause, (b) adverbial clause, (c) noun clause used as explanatory, and analyze one of them.
6. Give four different ways in which the plural number may be formed. Illustrate.
7. Define case, gender, mode, tense, voice.
8. Name the different classes of adverbs according to meaning and use each in a sentence.
9. What tenses are used in the subjunctive mode? The imperative mode?
10. Give a grammatical disposition of the italicized words and expressions in the following sentences:
   (a) The book is *worth* five *dollars.*
   (b) The teacher advised *the boy to return.*
   (c) *That you have wronged me,* doth appear in this.
   (d) How is *it* with you?
   (e) We roughed *it* on our journey.

CLASS A.

1. How much of punctuation should be taught in the first four grades? Why?
2. Name the possible substitutes for an adjective.
3. How do you teach the agreement of subject and verb to children?
4. What mental faculties are used in writing an original story that are not used in a reproduction story?
5. What is the language value of memory gems?
6. Give four different ways in which the plural number may be formed. Illustrate.
7. Define case, gender, mode, tense, voice.
8. Name the different classes of adverbs according to meaning and use each in a sentence.
9. What tenses are used in the subjunctive mode? The imperative mode?
10. Give a grammatical disposition of the italicized words and expressions in the following sentences:
    (a) The book is *worth* five *dollars.*
    (b) The teacher advised *the boy to return.*
    (c) *That you have wronged me,* doth appear in this.
    (d) How is *it* with you?
    (e) We roughed *it* on our journey.

ORTHOGRAPHY.

ALL GRADES.

Note.—Applicants for first grade certificates answer first five questions; other applicants answer any five.

1. What is a contraction? For what purposes is it used? Give five examples of common contractions.
2. Give five rules for capitalization and illustrate each.
3. Define accent. In what ways may changing the accent of some words affect their meaning? Illustrate.
4. (a) Give three English prefixes used to form verbs. Illustrate.
   (b) What is the force of the prefixes in the following: converse, transportation, monosyllable, secede, unanimous?
5. (a) State the value of good articulation.
   (b) Name four common errors in articulation.
6. Mark with diacritics the following words: pearl, engross, gladiolus, apricots, diploma, zodiacal, alien, acclimate, erring, equation.
7. What is a diphthong? Give the proper diphthongs.

LIST OF WORDS.

ALL GRADES.

1. Gloucester
2. principle
3. squadron
4. woodpecker
5. pigeon
6. issue
7. Caesar
8. knot
9. unassailable
10. doers
11. audience
12. engineer
13. Shakespeare
14. Baraga
15. annual
16. balloon
17. atmosphere
18. carrot
19. radish
20. clothes
21. Budapest
22. predicate
23. anatomy
24. mesentery
25. isthmian
26. Portugal

27. capillaries
28. longitude
29. physician
30. operator
31. tropical
32. multiplicand
33. villain
34. lavender
35. paragraph
36. plateaus
37. Dubuque
38. negroes
39. unique
40. exposition
41. stereopticon
42. punctuation
43. entrance
44. catarrh
45. consonant
46. debris
47. mucous
48. delegate
49. fluid
50. European

PHYSICS.

FIRST GRADE.

1. State the kinetic theory of gases.
2. (a) Give the laws of accelerated motion.
   (b) Make and solve two problems applying any two of the laws.
3. Define foot-pound, kilogrammeter, foot-poundal, erg.
4. (a) Make and solve a problem involving the inclined plane.
   (b) Make and solve a problem involving the hydraulic press.
5. Explain the "rising or falling" barometer.
6. (a) Give the theory of the refraction of sound.
   (b) Define resonance, pitch, overtones.
7. (a) Give the theory of heat, of expansion from heat.
   (b) If cold contracts, explain why, when a pail of water freezes, the pail is usually broken.
8. Explain multiple images by a diagram.
9. Define induced currents, and give laws of the same.
10. Give a careful explanation of the working of a telephone. Illustrate by drawing.

SECOND GRADE.

1. Define and illustrate capillary attraction.
2. Explain and illustrate stable and unstable equilibrium.
3. (a) Find the specific gravity of a body which weighs 25 grams in air, and 18 grams in water.
   (b) How do you find the specific gravity of a body which will float?
4. How many valves will be necessary in a lift pump for a well 250 feet deep? Why? Where will they be placed?
5. A shot is fired before a cliff and the echo is heard in 5 seconds. Determine the distance of the cliff making no allowance for temperature.
6. Name three things that affect the boiling point of a liquid.
7. Define image, transparency, refraction of light, aberration, mirror.
8. Draw a figure of a compound microscope, showing the kind of lenses used, and how they affect the rays of light.
9. (a) What is static electricity? Explain the Leyden jar.
   (b) What do you mean by positive and negative as used in electricity?
10. (a) How can we ascertain the direction of a current in a wire?
    (b) What is magneto electricity, and what practical uses are made of it?

PHYSIOLOGY.

FIRST AND SECOND GRADES.

1. (a) What chemical elements are characteristic of each of the following: osseous tissue, hair and nails, blood.
   (b) Describe the skeleton of the trunk.
2. Describe the structure and appearance of tendons and state their functions.

3. Compare arteries and veins as to (a) structure, (b) location, (c) functions, (d) rate, manner and control of flow, (e) liability to accidents and treatment of same.
4. Having obtained a calf's heart, state all of the things you would explain to a class from it.
5. What is the structure of nerve ganglia and what their office?
6. Give two common forms of external poisoning and state how you would treat each.
7. (a) Compare the effects of alcohol and a narcotic on the brain.
   (b) What does the State Board of Health say in regard to diphtheria and its restriction?
8. Describe the portal system of circulation.
9. Mention five common defects of vision and state some disadvantages in each case to the pupil.
10. (a) Give three good exercises for increasing the capacity of the lungs.
    (b) What is the effect of moderate physical exercise upon the brain?

THIRD GRADE, CLASS B.

1. Name five elements of the body.
2. (a) State the effects of imperfect mastication; of over-eating; of too rapid eating; of too frequent eating.
   (b) What classes of foods are best suited to summer? to winter? Why?
3. Give a complete description of intestinal digestion.
4. (a) Why do children require more sleep than adults?
   (b) Give three good exercises for increasing the capacity of the lungs.
5. Describe the brain and tell what sensations are controlled by each part.
6. What are the functions of muscles?
7. Name an important muscle of the upper limbs; lower limbs; trunk.
8. Describe the skeleton of the head.
9. (a) Name four membranes of the body.
   (b) Mention three causes of deafness.
10. (a) Why does alcohol create an unusual thirst?
    (b) What is the purpose of the red corpuscles? of the white?

CLASS A.

1. (a) State the effects of imperfect mastication; of over-eating; of too rapid eating; of too frequent eating.
   (b) What class of foods are best suited to summer? to winter? Why?
2. Give a complete description of intestinal digestion.
3. (a) Why do children require more sleep than adults?
   (b) Give three good exercises for increasing the capacity of the lungs.
4. What are the functions of muscles?
5. Describe the skeleton of the head.
6. (a) Why does alcohol create an unusual thirst?
   (b) What is the purpose of the red corpuscles? of the white?
7. (a) How is the temperature of the body regulated?
   (b) What do you teach in regard to changes of temperature?
8. How would you remove a foreign substance from the ear?
9. What should a teacher know in regard to communicable diseases and what are her duties in regard to them?
10. Mention five habits of cleanliness and regularity that you would teach.

READING.

ALL GRADES.

Act III, "Julius Caesar."

Note.—First grade applicants answer first ten questions; other applicants answer any ten including 6-7.

1. With what feelings of expectancy to the reader does the third act open?
2. Who were the conspirators, and what was their plan?

3. What was Caesar's position in the government and how did the people feel toward him?
4. (a) How does Brutus justify this unpardonable crime in his own mind?
   (b) Why do honorable men sometimes do dishonorable deeds?
5. How does Cassius show himself better acquainted with Antony and his motives than Brutus? Why then does Brutus have his own way?
6-7. Discuss Antony's speech showing:
   (a) What his task was.
   (b) How he appealed to the mob spirit.
   (c) What qualities enabled him to feel with the people.
   (d) The effect of his delicate but apparently unconscious irony.
   (e) That it is a masterpiece of oratory.
8. Is Caesar dead greater than Caesar living? Why?
9. Discuss the rhetorical features of Brutus' speech.
10. Why did Cassius make no appeal to the people?
11. For what does Cassius stand?
12. What parts of the play have you most enjoyed? Why?
13. What is the symbolism of this play?
14. Why does Antony not answer the charge of ambition?
15. Compare the mob spirit aroused by Antony and its result with that of the present day.
16. What are Antony's characteristics as a man, as a citizen, and as a friend of Caesar's?

SCHOOL LAW.

ALL GRADES.

First grade answer all; other applicants, any five.

1. Who has the authority to adopt a course of study for a school district? Is the number of grades limited?
2. (a) If a teacher's contract is silent as to janitor work, can he be compelled to perform such work?
   (b) If he does the janitor work under such circumstances, can he collect pay for it at the end of the year?
3. What reports must a teacher make to the school board? To the county commissioner?
4. Give the provisions of the township unit law of the Upper Peninsula as to (a) organization of sub-districts, (b) composition of board of education, (c) time of annual meeting, (d) powers of board of education, (e) powers of voters at annual meeting.
5. Give the substance of the law providing for teacher's institutes.
6. Who compose the State Board of Education? For how long elected, and when? What are the duties of the board?
7. (a) Under what conditions may a certificate be renewed?
   (b) Under what conditions may a second grade certificate be transferred from one county to another?
8. Who are voters in a school meeting?
9. What are the duties of the township clerk in connection with the schools?

STATE MANUAL AND COURSE OF STUDY.

ALL GRADES.

1. How many grades of the Course of Study use a text-book in arithmetic. In geography?
2. What work is given in the fourth grade?
3. What is "alternation" as used in the Course of Study?
4. In what subjects and what grades is "alternation" recommended?
5-6. Draw some figures appropriate for third grade drawing.
7. In what grades is language work given?

8. State some things said or recommended with reference to spelling.
9. What map drawing is suggested in third grade geography?
10. State some of fifth grade arithmetic work relating to "drawing to a scale."

THEORY AND ART.

ALL GRADES.

1. What does Mr. White say in regard to correlation of studies? In what grades of work is this most helpful?
2. Define a "lesson plan." Give your plan of a lesson in second grade reading.
3. "The results of teaching and study should be knowledge, power, skill." State two methods by which each may be tested.
4. What are the purposes of a written reproduction lesson, an oral reproduction lesson?
5. Explain your method of teaching simple interest. Give reasons.
6. Give and explain Mr. White's chart of the relative amount of "oral instruction," and "book study."
7. "The recitation is the test of the teacher." Explain.
8. Give and explain your methods of teaching penmanship.

UNITED STATES HISTORY.

FIRST AND SECOND GRADES.

1. To what extent do you encourage freedom in class discussion in history and why?
2. The history of the United States has been shaped somewhat by its geography. Discuss in regard to the states west of the Mississippi; north of the Ohio.
3. Name one law passed since the Civil War that has affected (a) interstate commerce, (b) international commerce, (c) finance, (d) government employees.
4. (a) What were the aims, motives, and results of Spanish conquest in the new world?
   (b) Name some Spanish explorers and tell what territory each explored.
5. What were the most significant events in the organization of the government after the Revolution and why?
6. (a) How did Andrew Johnson plan to reconstruct the South?
   (b) What acts passed by Congress aided the South? Give their provisions.
7. (a) What effect had the blockade of southern ports upon the Confederacy?
   (b) Why did the United States object to the occupation of Mexico by the French during the Civil War?
8. What questions were settled by the Mexican War?
9. Of what importance was Lake Erie in the War of 1812, and give an account of the struggle for its control.
10. (a) Name the nominees for president and vice president.
    (b) What can you say of three of the following: Henry M. Stanley, Ion Perdicaris, General Slocum disaster, Colorado situation, Russian-Japanese war?

THIRD GRADE, BOTH CLASSES.

1. (a) What conflicts ensued as a result of the territorial claims of the English and French?
   (b) Which claims do you consider the more reasonable? Why?
2. What did Benjamin Franklin do for the cause of independence?
3. (a) Who were the leading men in the convention which adopted the constitution?
   (b) Compare the Articles of Confederation with the present Constitution in regard to provisions for legislative authority; power to raise money.

4. Name an author, three poets, and three orators who were abolitionists.
5. Give an account of McClellan's campaign in Virginia.
6. (a) How did the Wilmot Proviso affect the cause of slavery?
   (b) Why was reconstruction in the South so slow?
7. Outline Grant's administration.
8. Define nullification, treason, blockade, contraband of war, and illustrate each by an example from United States history.
9. Tell the story of John Brown as to a class of children (including the lessons of patriotism).
10. (a) Name the nominees for president and vice president.
    (b) What can you say of three of the following: Henry M. Stanley, Ion Perdicaris, General Slocum disaster, Colorado situation, Russian-Japanese war?

IV. Questions prepared by the Superintendent of Public Instruction for the regular examination, October 20-21, 1904.

ALGEBRA.

SECOND GRADE.

1. Illustrate the laws governing the signs in multiplication and division.
2. Illustrate by examples three phases of factoring.
3. Raise $(a-3b^2)$ to the fifth power, using the binominal formula.
4. Reduce the following to simplest form:

$$\frac{\frac{a+b}{a-b}-\frac{a-b}{a+b}}{1-\frac{a^2+b^2}{(a+b)^2}}$$

5. Find value of the unknown quantity in the following equation:

$$\frac{1}{x+a+b}=\frac{1}{x}+\frac{1}{a}+\frac{1}{b}$$

6. The sum of the ages of A and B is 30 years, and 5 years hence A will be 3 times as old as B. Find their present ages.
7. A banker loaned to each of 4 men at the same rate equal sums of money. One had the money 2 years, another 2½ years, another 3½ years, and another 4½ years. The entire interest paid to the banker was $275. How much did each pay?
8. The width of a room is ⅔ of its length. If the width was 3 ft. more and the length 3 ft. less, the room would be square. What are the dimensions of the room?
9. Of two consecutive numbers ⅕ of the greater exceeds $^1/_7$ of the less by 3. Find the numbers.
10. Divide 14 into two such parts that the quotient of the greater divided by the less shall be to the quotient of the less divided by the greater as 16 to 9.

ARITHMETIC.

SECOND GRADE.

Note.—80 credits for this work

1. Give a carefully prepared outline of your method of teaching the various cases in percentage.
2. A ship at longitude 62° 3′ 40″ W. receives a wireless telegram from 30° 12′ 16″ W. at noon. At what time was it sent?
3. (a) Deduce a short method of multiplying by 50, 125, 34¼.
   (b) Explain as to a class dividing a number into parts having the ratio of 2, ½, ⅓.
4. Which produces the greatest per cent of income and how much, 5% bonds at 120 or 4% bonds at 105?
5. The tonnage (carrying capacity) of a certain ocean steamer is 14,400 tons. A freight car 30 ft. long will cary 1000 bu. of wheat. How long a train will it take to carry sufficient wheat to load the steamer?
6. A steamer is going at the rate of 18 miles an hour. How fast is a man going through space who walks across the deck at the rate of 5 miles an hour? Illustrate by diagram.
7. What is the difference between the exact interest and the compound interest payable quarterly on $10,000 at 6% from Jan. 1, 1903 to today?
8. (a) A baseball diamond is a square 90 ft. on a side. How far from the home plate to the second base? Answer in feet and inches.
   (b) The home plate is 1 ft. square set with the corner pointing towards the second base. How wide a space has the pitcher to use and still "put the ball over the plate"? Answer to two decimal places.

THIRD GRADE, BOTH CLASSES.

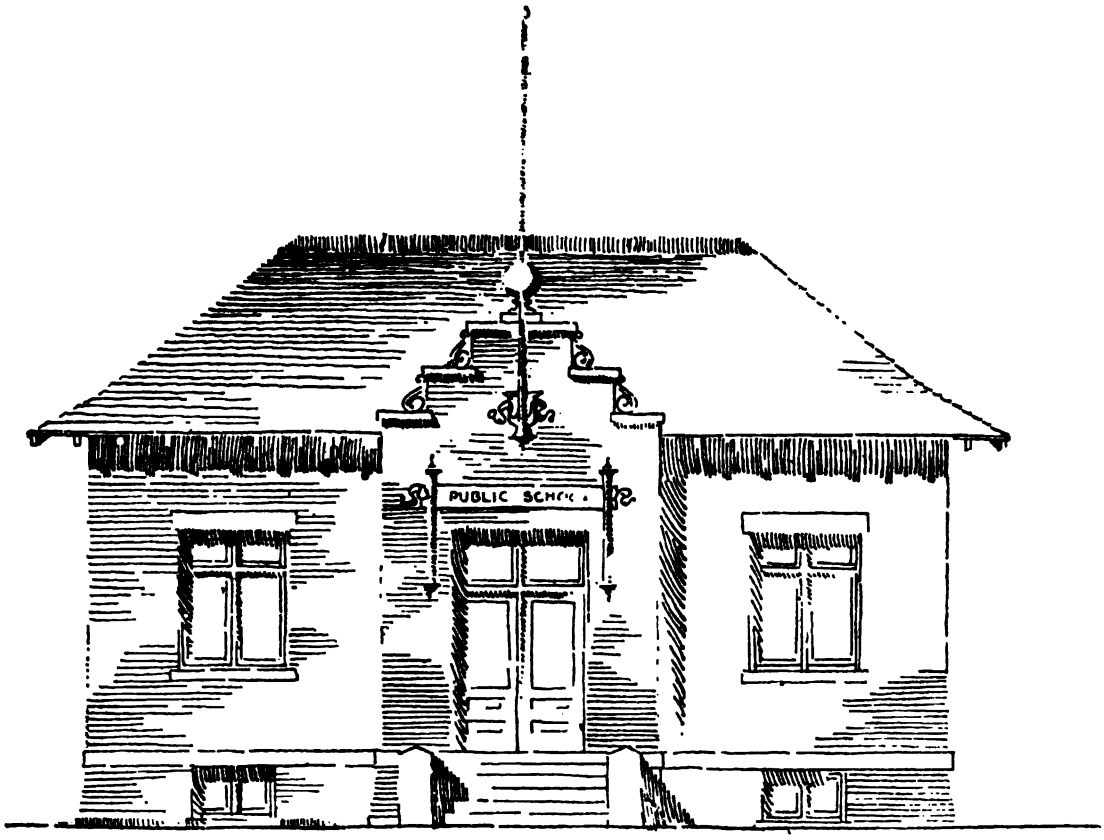
1. (a) How would you illustrate ten-fold ratio to a class?
   (b) Give some example that might be used to illustrate the vastness of a million.
   (c) Write in words the following: .5576; 5000.0576; 5576.0576.

2-3. Add 1,258, 3,976, 849, 984, 998, 876, 949, 8,492, 111, 8,949, and subtract the sum from the product of 999.8 and 777.07.

4. State exactly the minimum of work and statements you would accept from pupils in the following problem: What is the value of a rectangular piece of gold leaf 3 in. long and 8 in. wide at $36 per square foot?
5. A wholesaler sells a suit of clothes at a profit of 12½%. The dealer sells the suit for $18, making thereby 20%. How much does the suit cost each person?

6-7. What is the rate per cent of gain or loss in population since United States census of 1900 in two of the following cities nearest your home:

	U. S Census 1900.	State Census 1904.
Detroit	285,704	317,591
Grand Rapids	87,565	95,718
Saginaw	42,345	46,710
Bay City	27,628	27,644
Jackson	25,180	25,300
Kalamazoo	24,404	29,782
Muskegon	20,818	20,797
Port Huron	19,158	20,028
Battle Creek	18,563	22,213
Lansing	16,485	20,176



7-8. The cut of this schoolhouse is on a scale of 12 feet to the inch. The measurements are as follows:

	Length	Height.	Roof.	
House	4½ inches.	2 inches	Length at eaves	5⅛ inches
Door	1⅛ inches	¾ inches	Length at ridge	2½ inches
Windows	¾ inches	⅝ inches	Width	1½ inches

Questions: First, How many square feet of lumber in the front side? Second, How many shingles, each covering 20 sq. in. to cover the front side of the roof?

Note.—In estimating the above consider the roof above the door as continuous.

9. Bought 25 tons of cabbage at $4 a ton. Paid $2 a ton for storage, $1 per ton for trimming and loading into cars. The loss by shrinkage was 25%, the selling price $10 a ton f. o. b. (free on board). How much did I gain?
10. What is the exact interest on $246.80 from July 1, 1904, to today?

MENTAL ARITHMETIC.

ALL GRADES.

Note.—(1) Distribute these lists among all the applicants, placing them face down upon the desks.
(2) Each applicant write his number or name across the back of the list.
(3) At a signal from the commissioner, all reverse the papers and in the *right-hand margin* write as many answers to the questions as possible in 15 *minutes*.
(4) At the second signal, all again reverse the papers when they will at once be collected by the examiners.
Give *one credit* for each correct answer written, making 20 credits for this part of the examination.

1. Divide 7500 by 12½.
2. Find cost of 66⅔ acres of land at $69 an acre.
3. How many 5-dollar bills will it take to make 1300 dollars?
4. Henry, James, and John dig some potatoes for $24. Henry digs 5 hills while James digs 6 and John 7. How much should each receive?
5. Sold pencils for 12½ cents a dozen, gaining 25%. What did they cost?
6. Twice I spent half the money in my pocket, having then $5. How much had I at first?
7. 12½% of a number is 16⅔% of 30. What is the number?
8. Find the cost of 6 dozen spoons at $2.50 for 3.
9. Find the value of a block of granite 4 ft. square and 5 ft. high at 50 cents a cubic foot.
10. Calling a bushel 1¼ cu. ft., how many bushels will a bin hold 4 ft. by 6 ft. by 10 ft.?
11. A square cellar 6 ft. deep has a capacity of 600 cu. ft. What is its length?
12-13. A bank charged ¾% for collecting a draft of $1200. How much was the expense of the collection?
14. A collector after deducting his commission of 5%, paid me $38. How much did he collect?
15. What is the interest on $900 for 93 days at 6%?
16. Find the interest on $1 for 2 yrs. 3 mos. at 4%.
17. What principal will in 2 yrs. 4 mos., at 6% yield $35.
18. What per cent of a peck is 25% of a quart?
19. If ½ of an article sells for what ¾ of it cost, what is the gain or loss per cent?
20. Three men can do a piece of work in 8 days. How many men can do it in 6 days?

BOTANY.

SECOND GRADE.

1. Name the parts of a plant. What is a seed?
2. Define caulicle, cotyledon, plumule, bud, petiole.
3. Give the characteristics of the orchid, mistletoe, morning glory.
4. Define tuber, rhizome, bulb, runner, stolon.
5. Name a tree having oval leaves, compound leaves, linear leaves, lanceolate leaves, palmate leaves.
6. Describe the pitcher plant, trillium, golden rod.
7. What are the essential organs of a flower? Describe two methods of pollination.
8. Give a botanical description of the apple blossom.
9. Define inflorescence; determinate and indeterminate inflorescence. Give examples.
10. Name the plants and flowers appropriate for an autumn flower garden. How many and which of these are growing on your school ground?

CIVIL GOVERNMENT.

SECOND GRADE.

1. (a) When was our present State Constitution adopted?
   (b) How did the territorial government of Michigan under the Ordinance of 1787 differ from the present government?
2. (a) What is meant by the term "presidential elector"?
   (b) How is the number of presidential electors determined?
   (c) How many has Michigan?
   (d) How do they elect the president?
3. (a) When will the next State legislature convene?
   (b) How does a bill originate in the State House of Representatives, and how may such a bill become a law?
4. What is a treaty? Who has the power to make treaties for the United States and how is this power limited?
5. (a) Who are the judicial officers of a county?
   (b) Who hold these offices in your county and how often are they elected?
6. (a) Mention three sources of State revenue.
   (b) Mention three purposes for which State revenues are expended.
7. What are the military powers of Congress? Of the President? Of the Governor?
8. (a) Name five duties of the Secretary of the Interior.
   (b) What should be the qualifications of the Secretary of the Interior?
9. Mention two classes of immigrants which may not enter the United States.
10. (a) What is a writ of habeas corpus?
    (b) State the Constitutional provision regarding the same.
    (c) Why is this important?

THIRD GRADE, BOTH CLASSES.

1. (a) What are taxes? specific taxes? delinquent taxes?
   (b) How are taxes assessed and collected?
2. (a) What are the qualifications for U. S. representative?
   (b) Who is your representative in Congress?
3. Mention three prohibitions placed upon Congress by the constitution.
4. How may the federal constitution be amended?
5. (a) What county officers will be elected at the next election?
   (b) State the duties of a county executive officer then elected.
6. Name some features of our government which make it superior to a monarchial form.
7. Who is the presiding officer of the National House and how is he chosen?
8. What should be the purpose of the study of civics?
9. (a) Who constitute the president's cabinet?
   (b) Give the qualifications and duties of one of these officers.
10. What bills must originate in the National House of Representatives? How may one of these bills become a law?

GENERAL HISTORY.

SECOND GRADE.

1. What was the place and mission of Egypt in early civilization?
2. (a) Who were the great leaders of the Barbarian invasions?
   (b) State the results of one of these invasions.
3. How did the reign of Constantine influence religious life?
4. Account for the ascendency of Spain under Chas. V.
5. Connect the story of Mary Tudor with the enmity that existed between the ordinary Elizabethan Englishman and the Catholics and Spaniards.
6. What were the effects of the Thirty Years' war upon Germany?

7. (a) What is meant by constitutional liberty?
   (b) Who were Robespierre, Charles the Great, Garibaldi, William of Orange, Kossuth, Savonarola?
8. (a) What are three of the reforms recently instituted by the present czar? Why were they instituted?
   (b) Mention four conditions in Russia which render permanent reform almost impossible.
9. (a) Name two Russian, two French, two Japanese statesmen or prominent men of the times.
   (b) Give the names of two leaders in British politics and two men prominent in literature.
   (c) What were the chief causes of the Boer War?
10. Of what importance was the Crimean War?

GEOGRAPHY.

SECOND GRADE.

1. (a) Define volcano, ocean current, zone, divide, prairie.
   (b) Name and locate an example of each.
2. What motions has the earth? What effects are produced by each?
3. Name three points of resemblance and three points of difference between the Eurasian and the North American regions.
4. Give the characteristics of animal and vegetable life in the equatorial regions.
5. (a) Name the principal industries of the Southern States.
   (b) Name and locate the three chief cities of Louisiana, Georgia, Texas, Virginia.
6. (a) Name the chief seaports of South America.
   (b) Why is the United States especially interested in the welfare of Venezuela and Panama?
7. Name the principal islands or groups of islands off the coast of Asia. Why is the island of Formosa especially valuable to Japan?
8. Name the chief articles of exchange between the United States and Canada. How does Canada compare in area, productions, and population with the United States?

9-10. Required, the following information in regard to Michigan: number of school districts, number of teachers employed, expenditure for teachers' wages, number of children of school age, number of cities, population of your county, latitude and longitude of the state, i. e., between what meridians and parallels, average temperature, average rainfall, direction of prevailing wind.

Note.—See State Manual and Course of Study and Institute Outline for Nos. 9 and 10.

THIRD GRADE, BOTH CLASSES.

1. Name the Western States, the Pacific States.
2. Define meridian, parallel, zone, longitude, sand dune.
3. What articles are exported from Argentina, Chili, Cuba?
4. Give the soil, surface, and productions of France.
5. For what are the following cities noted: Pittsburg, New Orleans, St. Louis, Detroit, Baltimore?
6. (a) Name the chief corn producing states.
   (b) In what state or states do we find zinc, lead, quicksilver, copper, graphite?
7. Over what railroads would you travel from your home to Seattle?
8. Name the chief colonial possessions of Great Britain.
9. Name the chief seaports of Western Europe.
10. What is irrigation? In what parts of the United States do we find it in operation and with what results?

GRAMMAR.

SECOND GRADE.

1. (a) Define technical grammar.
   (b) Do your pupils observe the common rules of grammar in their everyday language? Why?
2. Give four rules for the use of the possessive sign and illustrate each.
3. Give five rules for forming the plural and illustrate each.
4. Explain and illustrate the active and the passive voice.
5. How are the progressive and emphatic forms of the verb made? Illustrate in the past perfect, indicative.
6. Explain as to a class the difference between a coordinate and a subordinate conjunction.
7. Give five equivalents of a noun that may be used as the object of a preposition. Illustrate.
8. Parse the verbs and verb forms in the following sentence:
   "Pleasant, it is, when woods grow green
   And winds blow soft and low,
   To lie amid some sylvan scene."
9. Analyze the following sentence as you would require your pupils to analyze it: Let us go home and live as though life were earnest, and life will be so.
10. Write a letter, of three or more paragraphs, criticizing this set of examination questions and the present method of conducting teachers' examinations.

Note.—The Commissioner will forward to the Department three letters selected by him. Examiners mark on clearless, use of words, arrangement of sentences and words, punctuation.

THIRD GRADE, BOTH CLASSES.

1. Define phrase, clause, case, mode, tense.
2. Give three rules for forming the possessive. Illustrate.
3. Name five modifiers of the verb.
4. How do you teach your pupils to discriminate between the use of well and good, bad and badly, nice and nicely, sweet and sweetly?
5. Use correctly in sentences each of the specified words in question No. 4.
6. (a) How many and what tenses are used in the indicative mode?
   (b) Conjugate the verb "go" in indicative mode, progressive form.
7. Explain as to a class the agreement of subject and verb.
8. Name the several classes of nouns, and give examples.
9. Write a sentence containing an adverbial clause, and then rewrite it substituting an infinitive with necessary modifiers for the clause. Which is the better sentence? Why?
10. Analyze: To know how ignorant we are, is the first step toward knowledge.

ORTHOGRAPHY.

ALL GRADES.

1. Define diphthong, syllabication, diacritical marks, derivative word, affix, and illustrate each.
2. Add a syllable to each of the following and give rule for spelling the words thus formed: blur, tinge, hate, lie, picnic.
3. (a) Name three uses of the apostrophe and two uses of the hyphen.
   (b) Give meaning of the following prefixes or suffixes and affix to the proper word: counter, art, mis, ante, mono. Syllable, march, quote, date, brag. (See Institute Outline,—Word Building.)
4. (a) Illustrate the correct use of the following words in sentences: sere, seer; shear, sheer; piece, peace; wait, weight; bread, bred.
   (b) What are such words called?

5. (a) Give meaning of the following abbreviations: Jr., N. B., cwt., Dr., Messrs.
   (b) Name two common words containing each of the following sounds: ¨ ˙ ˙ ¯ ¯
   i. a, o, oo, e

LIST OF WORDS.

ALL GRADES.

1. prairie
2. consent
3. shears
4. durable
5. secretaries
6. calf's
7. correspond
8. vacation
9. choose
10. knuckle
11. factoring
12. Mediterranean
13. memory
14. waste
15. showery
16. blamable
17. aggrieve
18. pneumonia
19. courageous
20. participle
21. celery
22. telephone
23. aster
24. Shiawassee
25. lymph
26. banish
27. agriculture
28. archipelago
29. dispel
30. furnace
31. frequency
32. mosquito
33. Copenhagen
34. niche
35. persuasion
36. Thanatopsis
37. essays
38. tomb
39. machine
40. experiment
41. Petoskey
42. resemble
43. druggist
44. Santa Fe
45. phrase
46. commerce
47. supervisor
48. sacred
49. oration
50. assessor

PHYSICS.

SECOND GRADE.

1. State an experiment that will illustrate the surface tension of liquids. Another to show capillary attraction.
2. Give the general law of gravitation. Name some mechanical contrivances based upon this law.
3. Which is more powerful a lever of the first class or the second class when the same power, same length of lever and same power distance is used? Illustrate.
4. Define pneumatics, hydraulics, barometer, force pump.
5. If 18 seconds intervene between the flash and report of a gun, what is its distance, the temperature being 70° F.?
6. (a) Which is warmer on a hot day, a polished shoe or a dusty one? Why?
   (b) Which is a better conductor of heat, wood or iron? Why?
7. (a) Give an experiment to show that impure air is heavier than pure air.
   (b) Where is the bulk of the impure air in a schoolroom?
   (c) If a furnace is used in a house, may the air be taken from the rooms through the furnace and back to the rooms with safety to health? Why?
8. (a) Define prism, refraction, reflection.
   (b) Give the laws of refraction.
9. Name the colors shown in the solar spectrum. What is color? What are complementary colors? Name several.
10. (a) What is the law of magnetic poles?
    (b) What is an electro-magnet, a battery, a dynamo?

PHYSIOLOGY.

SECOND GRADE.

1. A meal consists of whole wheat bread, roast beef, rice, potatoes, water, and bananas. Tell where each will be digested and what fluid will act upon it.
2. Name the parts of the brain and state the functions of each.
3. Describe the pulmonary circulation and tell what changes are effected in the blood.
4. Name and locate two tissues, two membranes, one organ of excretion, two glands, two bones, two joints.
5. How is the eye protected?
6. What remedies and simple appliances should be found in every schoolhouse? Why? How should these be kept?
7. Describe the skin as an organ of excretion.
8. How does alcohol affect the organs of respiration?
9. (a) Why should the outer wrap be removed upon entering a house?
   (b) Why is cold water more healthful for the daily bath than hot?
10. Describe the liver as a storeroom and state how it obtains the supply of food for storing.

THIRD GRADE, BOTH CLASSES.

1. (a) What is food?
   (b) Classify foods and state what digestive fluids act upon each class.
2. (a) Why should every schoolroom contain a thermometer?
   (b) What is the result of too high a temperature?
   (c) What is the result of too low a temperature?
   (d) What should be the temperature of the schoolroom?
3. Describe the inner ear.
4. If one of your pupils should faint what would you do for him?
5. Describe the medulla oblongata and state its functions.
6. State all the body's different methods for ridding itself of waste matter.
7. (a) Name five communicable diseases and state which are most common at this season.
   (b) Name some things which stimulate permanently. Why does alcohol not accomplish this?
8. Describe the structure of bone, stating what gives strength and lightness.
9. (a) Which are the organs of respiration?
   (b) What is a ligament, cartilage, membrane, duct, villi?
10. What is the structure and functions of the epiglottis?

READING.

ALL GRADES.

1. (a) What is the meaning of the word "Thanatopsis"?
   (b) Is this a "sweetly solemn" meditation, or does it have a melancholy effect? Why?
   (c) Name some of Bryant's later poems. How does this poem compare with them in thought and style?
2. Quote the last lines of the poem beginning "So live that when thy summons comes."
3. (a) Have you taught this poem?
   (b) For what grade of pupils is it suited?
   (c) What are some of the points which you emphasize in this study?
   (d) What tones of the voice should be used in reading this poem in order to bring out the grandeur of the theme?

4-5.

To him who in the love of nature holds
Communion with her visible forms, she speaks
A various language: for his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty; and she glides
Into his darker musings with a mild
And healing sympathy, that steals away
Their sharpness ere he is aware. When thoughts
Of the last bitter hour come like a blight
Over thy spirit, and sad images
Of the stern agony, and shroud, and pall,
And breathless darkness, and the narrow house,
Make thee to shudder and grow sick at heart,
Go forth under the open sky, and list
To nature's teachings.

(a) What is meant by visible forms (line 2), various language (line 3)?
(b) In what round about way does Bryant denote "death"? In what indirect way does he denote "the grave"?
(c) Indicate three figures of speech in the above paragraph.
(d) What relation between man and nature does Bryant teach?

6-7.

The hills,
Rock-ribbed and ancient as the sun; the vales
Stretching in pensive quietness between;
The venerable woods; rivers that move
In majesty, and the complaining brooks
That make the meadows green; and, poured round all,
Old ocean's gray and melancholy waste,—
Are but the solemn decorations all
Of the great tomb of man. The golden sun,
The planets, all the infinite host of heaven,
Are shining on the sad abodes of death,
Through the still lapse of ages. All that tread
The globe are but a handful to the tribes
That slumber in its bosom. Take the wings
Of morning, and the Barcan desert pierce,
Or lose thyself in the continuous woods
Where rolls the Oregon, and hears no sound
Save his own dashings,—

(a) Why could the foregoing be a description of no other country than America? How does this show clearly the impression of and association with a *new* land?
(b) What can you say of the adjectives which the poet uses?
(c) How do lines 16, 17, and 18 impress you?
(d) What is meant by "infinite host of heaven," (line 10), "Barcan desert," (line 15), "still lapse of ages," (line 12)?

8. What thoughts of God do you gain from this poem? Why?
9. (a) What thought of human fellowship or of the good of service and love do you gain?
   (b) What is the real theme of this poem?
10. (a) What idea of a future life does Bryant give in this poem?
    (b) State the poet's place in American literature.

SCHOOL LAW.

ALL GRADES.

1. Name the apparatus which the director is required by law to procure for the school.
2. Give the duties of school inspectors, also the date of their annual meeting.
3. Who may be hired as a teacher by a board of education?
4. For what reasons may a pupil be expelled from school?
5. Give the provisions of law in regard to renewal and transfer of certificates.

COURSE OF STUDY.

BOTH GRADES.

Note.—Pages are given for future reference.

1-2. Outline the course of study in the three divisions as given on page 14.
3. In what three parts may a problem be considered (page 25).
4. Give four of the seven "cautions" with reference to language (page 31).
5. Reproduce the number diagram on page 33.
6. Show relative values of ½, ¼, ⅛ by diagrams, as illustrated on page 36.
7. Explain the method suggested for "pointing off" the quotient in division of decimals (page 56).
8. What work is given in fifth grade arithmetic?
9-10. Outline the work in United States history for some one term, giving year and term, according to course of study.

THEORY AND ART.

ALL GRADES.

1. (a) What comparison does Mr. White make in regard to class instruction and individual instruction?
   (b) What number of pupils may best be taught by the average teacher?
   (c) What constitutes an ideal class?
2. (a) What does he say in regard to teachers' institutes?
   (b) What does he say of rural school classes?
3. Give a brief outline of his discussion on written exercises; use of pen and pencil.
4. What is his opinion of promotion examinations?
5. Give the principles and methods of primary reading as Mr. White presents them.
6. What is the best position for the teacher with reference to the class? Should he ever get in rear of his reading class? Why?
7. Why are two ten-minutes periods better than one twenty-minute period for penmanship?
8. Is the arrangement of classes as found in the program given in the State Manual and Course of Study pedagogically and psychologically correct? Why?
9. Should the teacher be a leader in the games and sports of the children? Why?
10. What one quality is absolutely indispensable in a teacher?

UNITED STATES HISTORY.

SECOND GRADE.

1-2. Give 10 important dates (years) of United States history and the events connected with each.
3. (a) How were the colonies governed imediately after the close of the war for independence?
   (b) Why was this unsatisfactory?
   (c) Give account of the change of this method of government to the present one.
4. (a) What is a statesman?
   (b) Name five men of American history whom you consider statesmen.
5. (a) Name three of Michigan's greatest statesmen.
   (b) Who was Michigan's "war governor"?
6-7. Outline the history of American slavery from its beginning to its overthrow.

8. Write an account of any historical event with which you are very familiar, national or state, telling what you have read on this particular event.
9. Outline the administration of Roosevelt.
10. (a) When is Labor Day? Flag Day? Decoration Day? Lincoln Day? Emancipation Day?
    (b) Give account of the way in which the Hawaiian islands became a part of this country.

THIRD GRADE, BOTH CLASSES.

1-2. Give 10 important dates (years) of United States history and the events connected with each.
2. (a) How were the colonies governed immediately after the close of the war for independence?
   (b) Why was this unsatisfactory?
   (c) Give an account of the change of this method of government to the present one.
4. Name the three most critical events (battles or otherwise) during the Revolutionary War.
5. Explain the following:
   (a) Alien and sedition laws.
   (b) Whiskey rebellion.
   (c) Monroe doctrine.
6. Mention three of the vital questions upon which the people of this government have been divided, giving the years when each was made a party issue.
7-8. Give brief statement of the difficulty with Spain with relation to Cuba, including causes, results, and final settlement.
9. What use do you make of maps in teaching history?
10. Outline events of McKinley's first administration.

EDUCATIONAL FUNDS

AND REPORT OF

UNIVERSITY OF MICHIGAN.

EDUCATIONAL FUNDS.

PRIMARY SCHOOL FUNDS.

Seven per cent fund:		
Amount on which state pays interest, June 30, 1904.	$4,211,195 90	
Due from purchasers of land, June 30, 1904.....	65,005 15	
Total seven per cent fund, June 30, 1904.....		$4,276,201 05
Five per cent fund:		
Amount of which state pays interest, June 30, 1904.....		935,666 37
Total school fund, June 30, 1904.....		$5,211,867 42

INCOME ON PRIMARY SCHOOL INTEREST FUND.

Interest paid by state on seven per cent fund during year ending June 30, 1904.....	$142,367 56	
Interest and penalty paid by holders of land on seven per cent fund during year ending June 30, 1904.....	5,264 14	
Interest paid by state on five per cent fund.....	23,160 63	
Total income from both funds.....		$170,792 33
Surplus of specific taxes transferred.....	$404,314 54	
Paid by trespassers on school land.....	108 00	
Total		404,422 54
Total income for year ending June 30, 1904.....		$575,214 87

UNIVERSITY FUND.

Amount on which state pays interest, June 30, 1904....	$539,508 15	
Interest paid by state (on land grant).....		$37,759 78
Interest paid by state on deposit.....		50 00
Interest and penalty paid by holders of land.....		722 14
Total income for year ending June 30, 1904.....		$38,531 92

AGRICULTURAL COLLEGE FUND.

Amount on which state pays interest, June 30, 1904...	$956,179 68	
Interest paid by state.....		$64,721 10
Interest and penalty paid by holders of land.....		2,703 14
Paid by trespassers on lands.....		20 00
Received from United States government.....		25,000 00
Total income for the year ending June 30, 1904.....		$92,44[illegible]

NORMAL SCHOOL FUND.

Amount on which state pays interest, June 30, 1904....	$68,419 79	
Interest paid by state		$4,099 79
Interest and penalty paid by holders of land		66 28
Total income for year ending June 30, 1904		$4,166 07

UNIVERSITY OF MICHIGAN.

THE TREASURER'S REPORT FOR THE FISCAL YEAR ENDING JUNE 30, 1904.

GENERAL ACCOUNT.

Leaving out of consideration the balances at the beginning and the end of the year, the Treasurer reports the receipt of $787,302.67, and disbursements amounting to $765,297.61.

The following summaries show the sources of income and the purposes for which the expenditures were made:

Summary of Receipts, Showing Sources of Income, for the Fiscal Year Ending June 30, 1904.

A. FROM THE STATE TREASURY:

For Current Expenses:		
Proceeds of quarter-mill tax for the year 1903 (two-tenths)...		$78,905 00
Proceeds of quarter-mill tax for the year 1904 (six-tenths)..		236,715 00
Special Appropriation for Homœopathic Medical College....		6,000 00
Special Appropriation for Summer Hospitals, 1904.....		3,000 00
University Interest (including interest on the Special Treadwell Fund deposit).....		47,976 24
For Psychopathic Ward.....		25,000 00
For Buildings and Extraordinary Repairs.....		98,905 00
Total from State Treasury.....		$496,501 24

B. FROM STUDENT'S FEES AND DEPOSITS:

(1) Matriculation Fees and Annual Fees:		
Department of Literature, Science, and the Arts.	$57,335 00	
Department of Engineering.....	36,765 00	
Department of Medcine and Surgery.....	17,305 00	
Department of Law.....	40,800 00	
School of Pharmacy.....	3,140 00	
Homœopathic Medical College.....	2,855 00	
College of Dental Surgery.....	3,900 00	
Combined Courses	380 00	
Summer Sessions:		
Literary Department	5,675 00	
Medical Department	630 00	
Law Department	400 00	
	$169,185 00	
Less amounts refunded to students under the regulation of the Regents.....	3,609 50	$165,575 50

(2) Diploma Fees	$8,270 00	
Less sums refunded	20 00	$8,250 00
(3) Payments and deposits on account of laboratory or demonstration courses, rent of gymnasium lockers, use of keys and drawing boards, and the like	$37,609 56	
Less sums returned to students on settlement of accounts	3,732 07	33,877 49
Net receipts from Student's Fees and Deposits		$207,703 99

C. RECEIPTS FROM MISCELLANEOUS SOURCES:

From University Hospital	$45,733 37	
From Homœopathic Hospital	20,045 02	
From Dental Operating Room	2,860 69	
From Engineering Shops	250 65	
From Interest on Bank Deposits	967 94	
From Pasteur Laboratory	300 00	
Unclassified	5,579 20	75,736 87

RECAPITULATION:

From State Treasury	$496,501 24
From Students' Fees and Deposits (gross receipts)	215,064 56
From Miscellaneous Sources	75,736 87
Total receipts, as previously stated	$787,302 67

Summary of Expenditures for the Fiscal Year Ending June 30, 1904.

A. PAY ROLLS:

General Pay Roll	$198,168 24
Department of Engineering	57,425 10
Department of Medicine and Surgery	44,346 39
University Hospital	14,129 65
Department of Law	45,910 00
School of Pharmacy and Chemical Laboratory	24,534 00
Homœopathic Medical College	11,087 75
Homœopathic Hospital	4,954 65
College of Dental Surgery	10,670 00
Summer Schools:	
Literary	7,570 00
Medical	1,113 50
Law	1,532 92
	$421,442 20

B. EXPENSES FOR LABORATORIES, SHOPS, DEMONSTRATION COURSES, ETC.:

Anatomical Laboratory, material and supplies	$3,806 71
Botanical Laboratory and Garden	999 68
Chemical Laboratory	9,462 05
Dental Operating Room (including incidental expenses of the College of Dental Surgery)	3,374 42
Electrotherapeutical Laboratory	358 54
Engineering Laboratory and Shops	3,356 75
Histological Laboratory	1,367 39
Hygienic Laboratory	4,600 87
Pathological Laboratory	1,633 19
Physical Laboratory	1,143 71
Physiological Laboratory	521 98
Surgical Clinics and Demonstrations	447 17
Zoological Laboratory	717 00
	$31,789 46

C. LIBRARIES:

Book Purchases (not including purchases from trust funds):	
General Library	$8,773 84
Medical Library	2,145 61
Law Library	3,605 35
Homœopathic Library	225 90
Dental Library	83 93
Bindery Pay Roll	1,460 92
Incidental Expenses, assistants, cataloguing, etc	619 01
	$16,914 56

D. DEPARTMENTAL CURRENT EXPENSES:

Department of Literature, Science, and the Arts (Appointment Committee, English, Forestry, Geology, French, German, Greek, History, Latin, Music, Philosophy, Political Economy)	$2,652 27
Department of Engineering (Civil Engineering, Incidentals, Naval Architecture, Electrical Engineering)	2,438 49
Department of Medicine and Surgery (Dermatology, Incidentals, Materia Medica, Nervous Diseases, Ophthalmology, Pasteur Institute, Theory and Practice)	2,351 57
Department of Law	654 81
Homœopathic Medical College	481 32
Summer Schools:	
Literary	573 34
Law	25 00
Hospitals:	
University Hospital	30,978 90
Summer Expenses	2,000 00
Homœopathic Hospital	17,066 65
Summer Expenses	1,000 00
Laundry	7,340 90
	$67,563 25

E. MISCELLANEOUS CURRENT EXPENSES:

Contingent	$7,061 85
Ordinary Repairs	17,101 60
Fuel and Lights	36,486 43
Water Supply	2,574 99
Electrical and Heating Plants (supplies and pay rolls)	2,334 81
Carpenter Shop (material) and Care of Teams	3,311 72
Diplomas and Commencement Expenses	2,628 00
Advertising and Printing	2,368 69
Postage	1,784 34
Alumni Association	1,400 00
Gymnasiums	383 28
Museum	221 19
Observatory	536 21
Inspection of Schools	493 45
Printing Plant	1,694 13
Return of Students' Fees and Deposits	7,361 57
St. Louis Exhibit	1,084 23
	$88,826 49

F. NEW BUILDINGS AND EXTRAORDINARY REPAIRS:

On account of Psychopathic Ward	$31,243 46
On account of Engineering Building	100,762 22
On account of Women's Gymnasium	53 30
On account of Medical Building	1,335 87
On account of Hospital Boiler House	5,366 80
	$138,761,65

RECAPITULATION:

Pay Rolls	$421,442 20
Laboratories, etc.	31,789 46
Libraries	16,914 56
Departmental Current Expenses (including hospital accounts)	67,563 25
Miscellaneous Current Expenses (heating, lighting, ordinary repairs, refunds to students, etc.)	88,826 49
New Buildings and Extraordinary Repairs	138,761 65
Total, as previously stated	$765,297 61

BUILDING FUND.

The condition of the building fund, June 30, 1904, was as follows:

Amount in hands of State Treasurer		$39,452 50
Unexpended Balances in hands of University Treasurer:		
New Medical Building	$4,066 81	
Repairs to Barbour Gymnasium	1,320 86	5,387 67
Less Overdraft on books of University Treasurer:		
New Engineering Building		6,718 26
Net Balance		$38,121 91

TRUST FUNDS.

The changes in the trust funds during the year may be summarized as follows:

Balance reported by Treasurer, June 30, 1903	$257,166 89
Less overdraft $50.00 Ferry Botanical Fellowship	50 00
Net Balance	$257,116 89
Received during the year as gifts and contributions	11,890 91
Income (interest, rents, etc.)	15,170 10
	$284,177 90
Paid for expenses and the specific objects of the several funds (including $3,370.80, paid for premiums on bonds purchased)	$18,830 06
Balance, June 30, 1904	$265,347 84

The foregoing sum is represented by property as follows:

I. In hands of University Treasurer:		
Cash	$61,723 43	
Investments and Securities	162,500 00	
Real Estate belonging to the Bates Fund (estimated value)	26,829 67	$251,053 10
II. Portion of Williams Fund in hands of Mr. Field:		
Investments and Securities (net)	$13,165 66	
Real Estate (book value)	1,129 08	14,294 74
		$265,347 84

The following is a tabular statement of the balances in the several trust accounts on the books of the Treasurer at the beginning and at the end of the fiscal year (including the portion of the Williams Fund in charge of Mr. George S. Field, of Detroit). For the Hunt Fellowships and Scholarships no accounts have yet been opened:

Balance, June 30, 1903.	DESIGNATION OF FUND.	Balance, June 30, 1904.
$111 74	Philo Parsons	$123 26
498 30	Buhl Law Library	449 09
12 49	Liquid Air Plant	12 49
2 59	Early Christian Literature	
3 42	Special Latin	1 60
108 47	Chemical Apparatus	109 28
1,363 52	Music Hall	1,425 12
11	American School at Rome	45 11
6 35	Class of 1899 Memorial	6 35
895 56	Palmer Ward	721 74
1 10	Warner Deposit	1 25
571 26	Walter Crane	587 05
9 44	Elisha Jones Classical Fellowship	9 44
	Parke, Davis & Co. Fellowship	50 00
1 56	Stearns Pharmacy Fellowship	1 56
454 42	Peter White Fellowship	468 49
[50 00]	*Overdrawn.* D. M. Ferry Botanical Fellowship	
17 21	James W. Scott Classical Fellowship	
42 60	Gas Association Fellowship	113 75
5 36	Buhl Classical Fellowship	30 43
2,781 26	International Club Scholarships	1,241 25
29,426 82	Seth Harrison Scholarships (original principal, $25,000.00; accumulated principal, $27,175.16)	29,604 17
609 98	Phillips Scholarships	744 78
2,792 41	Morris Alumni Fellowship	2,940 74
1,581 49	Loan Fund of the Class of 1894	1,816 24
181 40	Class Scholarship of 1897	185 58
389 06	Class Scholarship of 1898	416 23
33 09	Law Class of 1899 Loan Fund	33 85
318 48	Newton Van der Veer Loan Fund	328 11
1,031 00	Students' Lecture Association Loan Fund	1,058 25
724 90	Good Government Club Prize Fund	756 54
212 33	Goethe Library (principal $318.00)	219 59
12,785 63	Coyl Collection (principal $10,000.00)	12,525 97
22,834 15	Ford-Messer (principal $20,000.00)	22,550 02
17,585 42	Williams Professorship	18,594 50
130,832 56	Bates Professorship cash and property	130,501 82
11,496 51	Woman's Professorship	12,067 24
2,213 32	Hannah Elizabeth Davis Allopathic Hospital (principal, $2,054.05)	2,260 46
10 15	Alice Freeman Palmer Memorial	15 33
76 43	McMillan Shakespeare Library	145 28
52 10	Treadwell Fund (Income)	92 96
1 90	Stearns Fellowship in Music	5 00
15,000 00	Palmer Free Bed	15,279 22
	Class Scholarship of 1903	141 25
	Humanistic Series, Vol. I	32 71
	Whittier Botany Fund	4,090 68
	Lucinda Hinsdale Stone Fund	3,043 36
	Saginaw Valley Alumnae Association	80 00
	Museum Expedition Fund	250 00
	Michigan Club House	170 70
$257,166 89		$265,347 84

LEVI L. BARBOUR,
ARTHUR HILL,
Finance Committee.

STATISTICAL TABLES.

STATISTICAL TABLES.

TABLE I.

Comparative summary of statistics for the years 1903 and 1904.

Items.	1903.	1904.	Increase.	Decrease.
Districts and schools.				
Number of townships and cities reporting	1,293	1,297	4	
Number of graded school districts	562	575	13	
Number of ungraded school districts	6,667	6,680	13	
Total	7,229	7,255	26	
Number of township unit districts	132	133	1	
School census of graded school districts	423,440	423,061		379
School census of ungraded school districts	321,163	321,949	786	
Total	744,603	745,010	407	
Enrollment in graded school districts	293,611	278,816		14,795
Enrollment in ungraded school districts	220,582	218,483		2,099
Total	514,193	497,299		16,894
Enrollment in graded school districts:				
Resident pupils	293,611	278,816		14,795
Non-resident pupils	9,526	9,759	233	
Total	303,137	288,575		14,562
Enrollment in ungraded school districts:				
Resident pupils	220,582	218,483		2,099
Non-resident pupils	8,529	8,328		201
Total	229,111	226,811		2,300
Enrollment in all school districts:				
Resident pupils	514,193	497,299		16,894
Non-resident pupils	18,055	18,087	32	
Total	532,248	515,386		16,862

TABLE I.—CONTINUED.

Items	1903.	1904.	Increase.	Decrease.
Enrollment in city school districts	215,692	223,874	8,182	.....
Percentage of attendance for the State	66	65	.....	1
Percentage of attendance in graded school districts	79	80	1	.....
Number of districts reporting having maintained school	7,141	7,165	24	.....
Average duration in months in graded schools	9.4	9.4	.....	.....
Average duration in months in ungraded schools	8.2	8.1	.....	.1
Average for the State	8.3	8.3	.....	.....
Number of private and parochial schools reported	468	543	75	.....
Number of men teachers in such schools	417	368	.....	49
Number of women teachers in such schools	819	938	119	.....
Estimated number of pupils attending such schools	50,798	55,065	4,267	.....
Number of day schools for the deaf in the State	7	10	3	.....
Number of teachers employed in same	17	18	1	.....
Number of pupils attending same	111	132	21	.....
Number of county normal training classes in the State	.....	8	.....	.....
Number of teachers employed in same	.....	24	.....	.....
Number of graduates	.....	88	.....	.....
Teachers and their employments.				
Number of teachers necessary to supply graded schools	7,248	7,327	79	.....
Number of teachers necessary to supply ungraded schools	6,971	7,381	410	.....
Total	14,219	14,708	489	.....
Number of men teachers employed in graded schools	969	958	.....	11
Number of men teachers employed in ungraded schools	1,826	1,726	.....	100
Total	2,795	2,684	.....	111
Number of women teachers employed in graded schools	6,300	6,536	236	.....
Number of women teachers employed in ungraded schools	7,569	7,545	.....	24
Total	13,869	14,081	212	.....

TABLE I.—CONTINUED.

Items.	1903.	1904.	Increase.	Decrease.
Whole number of different teachers employed in graded schools	7,269	7,494	225	.....
Whole number of different teachers employed in ungraded schools	9,395	9,271	.....	124
Total	16,664	16,765	101	.....
Average number of months taught by men in graded schools	9.33	9.27	.....	.06
Average number of months taught by men in ungraded schools	6.52	6.57	.05	.....
General average	7.49	7.53	.04	.....
Average number of months taught by women in graded schools	9.59	9.54	.....	.05
Average number of months taught by women in ungraded schools	6.24	6.51	.27	.....
General average	7.76	7.92	.16	.....
Total wages of men teachers in graded schools	$725,450 44	$762,310 06	$36,859 62	.....
Total wages of men teachers in ungraded schools	420,784 79	396,857 86	.....	$23,926 93
Total	$1,146,235 23	$1,159,167 92	$12,932 69	.....
Total wages of women teachers in graded schools	$2,804,962 66	$3,030,736 23	$225,773 57	.....
Total wages of women teachers in ungraded schools	1,357,522 40	1,490,522 32	132,999 92	.....
Total	$4,162,485 06	$4,521,258 55	$358,773 49	.....
Aggregate wages of all teachers in graded schools	$3,530,413 10	$3,793,046 29	$262,633 19	.....
Aggregate wages of all teachers in ungraded schools	1,778,307 19	1,887,380 18	109,072 99	.....
Total	$5,308,720 29	$5,680,426 47	$371,706 18	.....
Aggregate wages of teachers in city school districts	$2,416,100 35	$2,612,816 87	$196,716 52	.....
Average monthly wages of men teachers in graded schools	$80 24	$85 84	$5,60	.....
Average monthly wages of men teachers in ungraded schools	35 33	35 00	.....	$0 33
Average monthly wages of men teachers in all schools	$54 72	$57 33	$2 61	.....
Average monthly wages of women teachers in graded schools	$46 43	$48 60	$2 17	.....
Average monthly wages of women teachers in ungraded schools	28 73	30 34	1 61	.....

TABLE I.—CONTINUED.

Items.	1903.	1904.	Increase.	Decrease.
Average monthly wages of women teachers in all schools	$38 66	$40 55	$1 89	.....
Examination and certification of teachers.				
Number of public examinations held	309	313	4	.....
Number of applicants for regular certificates	11,547	10,871	.....	676
Number of county first grade certificates granted	91	86	.....	5
Number of indorsed first grade certificates granted	50	50	.....	.....
Number of second grade certificates granted	2,243	1,843	.....	400
Number of third grade certificates granted	4,159	4,234	75	.....
Whole number of regular certificates granted	6,543	6,213	.....	330
Number of applicants for special certificates	1,197	1,429	232	.....
Number of special certificates granted	1,046	1,165	119	.....
Number holding certificates issued or indorsed by State board of education	612	607	.....	5
Number holding normal school certificates	1,228	1,278	50	.....
Number holding certificates issued by city boards of education	2,097	2,135	38	.....
Whole number of legally qualified teachers	15,973	15,715	.....	258
Number licensed without previous experience in teaching	1,951	1,964	13	.....
Number of applicants who had attended State normal	519	662	143	.....
Number of applicants who had attended institutes during the year	4,127	3,537	.....	590
School property.				
Number of schoolhouses	8,201	8,293	92	.....
Number of schoolhouses to be built during year	155	147	.....	8
Cost of same	$593,793 81	$890,474 75	$296,680 94	.....
Estimated value of property in graded school districts	$18,374,769 00	$19,694,872 00	$1,320,103 00	.....
Estimated value of property in ungraded school districts	5,266,499 00	5,819,790 00	553,291 00	.....
Total	$23,641,268 00	$25,514,662 00	$1,873,394 00	.....
Financial.				
Amount of one mill tax received	$1,010,899 43	$1,082,585 04	$71,685 61	.....
Amount of primary school interest fund received	1,924,961 01	2,248,721 55	323,760 54	.....
Amount received from non-resident tuition	96,882 81	97,301 05	418 24	.....
Amount received from district taxes	5,218,380 54	5,471,760 63	253,380 09	.....
Amount received from all other sources	620,170 77	596,607 71	.....	$23,563 06
Total net receipts	$8,871,294 56	$9,496,975 98	$625,681 42	.....
Amount received from loans	840,352 55	617,347 81	.....	$223,004 74
Balance on hand from preceding year	2,116,320 24	2,226,102 44	109,782 20	.....
Total resources, including amount on hand from preceding year	$11,827,967 35	$12,340,426 23	$512,458 88	.....

TABLE I.—CONTINUED.

Items	1903	1904.	Increase.	Decrease.
Amount paid men teachers	$1,146,210 74	$1,161,080 94	$14,870 20	.....
Amount paid women teachers	4,1·2,162 44	4,527,022 30	364,859 86	.....
Amount paid for building and repairs	1,354,407 49	1,265,893 02	.....	$88,511 47
Amount paid for interest on loans	138,431 55	135,995 35	.....	2,436 20
Amount paid for all other purposes	1,976,040 15	2,068,019 45	91,979 30	.....
Total net expenditures	$8,777,252 37	$9,158,014 06	$380,761 69	.....
Amount paid on bonded indebtedness	802,957 84	699,124 94	.....	$103,832 90
Balance carried to next year	2,247,757 14	2,483,287 23	235,530 09	.....
Total expenditures, including balance on hand	$11,827,967 35	$12,340,426 23	$512,458 88	.....
Total expenditures in graded school districts	$9,174,593 51	$9,392,056 85	$217,463 34	.....
Total expenditures in ungraded school districts	2,602,658 86	2,765,957 21	163,298 35	.....
Total net expenditures	$8,777,252 37	$9,158,014 06	$380,761 69	.....
Total bonded indebtedness of districts	$2,761,853 40	$2,992,880 15	$231,026 75	.....
Total floating indebtedness of districts	355,336 72	228,118 23	.....	$127,218 49
Total indebtedness	$3,117,190 12	$3,220,998 38	$103,808 26	.....
Total indebtedness in graded school districts	$2,743,576 34	$2,936,889 27	$193,312 93	.....
Total indebtedness in ungraded school districts	373,613 78	284,109 11	.....	$89,504 67
Total indebtedness	$3,117,190 12	$3,220,998 38	$103,808 26	.....
Total amount due the districts	$345,718 77	$393,794 75	$48,075 98	.....
Amount received from non-resident tuition in graded school districts	$90,711 88	$90,848 51	$136 63	.....
Amount received from non-resident tuition in ungraded school districts	6,170 93	6,452 54	281 61	.....
Total	$96,882 81	$97,301 05	$418 24	.....
School libraries.				
Number of townships reporting libraries	380	374	.....	6
Number of districts reporting libraries	4,388	4,665	277	.....
Total number of libraries	4,768	5,039	271	.....
Number of volumes in township libraries	161,188	161,287	99	.....
Number of volumes in district libraries	919,505	1,020,154	100,649	.....
Total number of volumes in all libraries	1,080,693	1,181,441	100,748	.....

TABLE I.—CONTINUED.

Items.	1903.	1904.	Increase.	Decrease.
Amount of taxes voted for township libraries	$2,818 18	$4,009 84	$1,191 66	.....
Amount received from county treasurers for township libraries	7,736 28	7,948 40	212 12	.....
Number of townships diverting money to general school purposes	189	171	.....	18
Number of townships forfeiting library money	641	667	26	.....
Amount paid for support of township libraries	$12,665 00	$12,131 62	.....	$533 38
Amount paid for support of district libraries	126,234 79	149,004 70	$22,769 91	.....
Teachers' institutes.				
Number of State institutes held	111	106	.....	5
Number of men enrolled at such institutes	2,184	1,991	.....	193
Number of women enrolled at such institutes	9,811	8,889	.....	922
Total enrollment	11,995	10,880	.....	1,115
Amount received from state treasurer for such institutes	$2,475 26	$3,302 71	$827 45	.....
Amount received from county treasurer for such institutes	9,215 84	10,229 34	1,013 50	.....
Total amount expended	$11,691 10	$13,532 05	$1,840 95	.....
Miscellaneous.				
Number of counties reporting county teachers' associations	67	64	.....	3
Amount of per diem received by examiners	$19,908 34	$20,159 17	$250 83	.....
Amount paid commissioners of schools	71,825 00	73,675 00	1,850 00	.....
Total compensation	$91,733 34	$93,834 17	$2,100 83	.....
Amount allowed by supervisors for expenses of county boards	$11,531 36	$11,341 42	.....	$189 94
Amount paid and due township inspectors for services	18,728 62	17,767 18	.....	961 44
Amount paid chairman of board of inspectors	36,654 29	41,606 32	$4,952 03	.....
Total amount of primary school interest fund apportioned	$2,285,156 70	$2,341,343 10	$56,186 40	.....

TABLE I.—CONCLUDED.

Items.	1903.	1904.	Increase.	Decrease.
Rate per capita, May apportionment	$0 60	$0 60	.....	.....
Rate per capita, November apportionment	2 50	2 55	$0 05	.....
Rate per capita for year	$3 10	$3 15	$0 05	.....
Number of eighth grade diplomas granted during year	3,585	3,414	.....	171
Number of pupils in eighth grade exclusive of graded schools	11,239	10 863	.....	376
Number of districts furnishing free text-books	857	821	.....	36
Number of districts reporting dictionaries in schools	6,768	6,909	141	.....
Number of districts reporting globes in schools	5,883	5,984	101	.....
Number of districts reporting maps in schools	6,526	6,563	37	.....
Total number of U. S. flags in school districts	6,555	6,593	38	.....

TABLE II.

Thirty-eighth and thirty-ninth semi-annual apportionment of the primary school interest fund.

Counties.	Apportionment made May 10, 1904, rate per capita, 60 cents.			Apportionment made November 10, 1904, rate per capita, $2.55.		
	Whole number of children.	Number included in apportionment.	Amount apportioned.	Whole number of children.	Number included in apportionment.	Amount apportioned.
Totals	744,535	743,086	$445,851 60	744,603	743,330	$1,895,491 50
Alcona	2,054	2,047	$1,228 20	2,054	2,047	$5,219 85
Alger	1,719	1,698	1,018 80	1,719	1,698	4,329 90
Allegan	11,858	11,846	7,107 60	11,858	11,846	30,207 30
Alpena	7,051	7,036	4,221 60	7,051	7,036	17,941 80
Antrim	4,881	4,881	2,928 60	4,881	4,881	12,446 55
Arenac	3,571	3,571	2,142 60	3,571	3,571	9,106 05
Baraga	1,136	1,136	681 60	1,136	1,136	2,896 80
Barry	5,858	5 858	3,514 80	5,858	5,858	14,937 90
Bay	22,199	22,199	a 13,375 20	22,199	22,199	56.607 45
Benzie	3,340	3,280	1,938 00	3,340	3,280	8,364 00
Berrien	14,096	14,080	8,448 00	14,096	14,080	35,904 00
Branch	6,481	6,431	3,858 60	6,481	6,481	d 16,556 55
Calhoun	12,872	12,872	7,723 20	12,872	12,872	32,823 60
Cass	5,191	5,169	3,101 40	5,191	5,169	13,180 95
Charlevoix	4,937	4,931	2,976 60	4,967	4,931	12,650 55
Cheboygan	5,529	5,529	3,317 40	5,529	5,529	14,098 95
Chippewa	6,994	6,933	b 4,234 20	6,994	6,974	e 17,808 30
Clare	3,189	3,182	1,909 20	3,189	3,182	8,114 10
Clinton	6,970	6,970	4,182 00	6,970	6,970	17,773 50
Crawford	977	951	570 60	977	951	2,425 05
Delta	8,042	8,042	4,825 20	8,042	8,042	20,507 10
Dickinson	6,502	6,502	3,901 20	6,502	6,502	16,580 10
Eaton	7,300	7,300	c 4,429 60	7,300	7,300	18,615 00
Emmet	4,853	4,763	2,857 80	4,853	4,763	12,145 65
Genesee	10,672	10,654	6,392 40	10,672	10,654	27,167 70
Gladwin	2,759	2,727	1,636 20	2,759	2,727	6,953 85
Gogebic	5,463	5,433	3,259 80	5,463	5,433	13,854 15
Grand Traverse	6,455	6,443	3,865 80	6,455	6,443	16,429 65
Gratiot	8,942	8,942	5,365 20	8,942	8,942	22,802 10
Hillsdale	7,462	7,438	4,462 80	7,462	7,438	18,956 90
Houghton	22,321	22,299	13,379 40	22,321	22,299	56,832 45
Huron	13,046	13,046	7,827 60	13,046	13,046	33,267 30
Ingham	10,356	10,346	6,207 60	10,356	10,346	26,382 30
Ionia	9,101	9,080	5,448 00	9,101	9,080	23,154 00
Iosco	3,684	3,674	2,204 40	3,684	3,674	9,368 70
Iron	2,723	2,704	1,622 40	2,723	2,704	6,895 20
Isabella	7,414	7,403	4,441 80	7,414	7,403	18,877 65
Jackson	11,263	11,222	6,733 20	11,263	11,222	28,616 10
Kalamazoo	11,735	11,718	7,030 80	11,735	11,718	29,880 90
Kalkaska	2,099	2,099	1,259 40	2,099	2,099	5,352 45
Kent	40,283	40,198	24,118 80	40,283	40,198	f 102,414 19
Keweenaw	1,088	1,088	652 80	1,088	1,088	2,774 40
Lake	1,547	1,524	914 40	1,547	1,524	3,886 20
Lapeer	7,864	7,849	4,709 40	7,864	7,849	20,014 95
Leelanau	3,728	3,728	2,236 80	3,728	3,728	9,506 40
Lenawee	12,463	12,463	7,477 80	12,463	12,463	31,780 65
Livingston	4,957	4,943	2,965 80	4,957	4,943	12,604 65
Luce	704	704	422 40	704	704	1,795 20
Mackinac	2,633	2,591	1,554 60	2,633	2,591	6,607 05
Macomb	10,523	10,523	6,313 80	10,523	10,523	26,833 65

a Includes $55.80 deficiency May and November, 1903.
b Includes $74.40 deficiency May and November, 1903.
c Includes $49.60 deficiency May and November, 1903.
d Includes $30 00 deficiency May 10, 1904.
e Includes $24.60 deficiency May 10, 1904.
f Less $90.71 paid unqualified teacher.

TABLE II.—Concluded.

Counties.	Apportionment made May 10, 1904, rate per capita, 60 cents.			Apportionment made November 10, 1904, rate per capita, $2.55.		
	Whole number of children.	Number included in apportionment.	Amount apportioned.	Whole number of children	Number included in apportionment.	Amount apportioned.
Manistee	9,690	9,664	$5,798 40	$9,690	$9,664	$24,643 20
Marquette	13,459	13,429	8,057 40	13,459	13,429	34,243 95
Mason	6,664	6,664	3,998 40	6,664	6,664	16,993 20
Mecosta	6,843	6,819	4,091 40	6,843	6,843	g 17,464 05
Menominee	9,851	9,800	5,880 00	9,851	9,800	24,990 00
Midland	5,086	5,070	3,042 00	5,086	5,070	12,928 50
Missaukee	3,335	3,330	1,998 00	3,335	3,330	8,491 50
Monroe	10,271	10,260	6,156 00	10,271	10,260	26,163 00
Montcalm	10,180	10,180	6,108 00	10,180	10,180	25,959 00
Montmorency	1,113	1,113	667 80	1,113	1,113	2,838 15
Muskegon	12,964	12,943	7,765 80	12,964	12,943	33,004 65
Newaygo	6,079	6,067	3,640 20	6,079	6,067	15,470 85
Oakland	11,260	11,230	6,738 00	11,260	11,230	28,636 50
Oceana	5,464	5,463	3,277 80	5,464	5,463	13,930 65
Ogemaw	2,904	2,879	1,727 40	2,904	2,879	7,341 45
Ontonagon	1,903	1,871	1,122 60	1,903	1,871	4,771 05
Osceola	6,189	6,181	3,708 60	6,189	6,181	15,761 55
Oscoda	485	476	285 60	485	476	1,213 80
Otsego	2,004	2,004	1,202 40	2,004	2,004	5,110 20
Ottawa	13,714	13,714	8,228 40	13,714	13,714	34,970 70
Presque Isle	3,344	3,281	1,968 60	3,344	3,281	8,366 55
Roscommon	515	470	282 00	515	470	1,198 50
Saginaw	27,020	27,020	16,212 00	27,020	27,020	68,901 00
St. Clair	17,706	17,706	10,623 60	17,706	17,706	45,150 30
St. Joseph	5,998	5,983	3,589 80	5,998	5,983	15,256 65
Sanilac	12,226	12,170	7,302 00	12,226	12,170	31,033 50
Schoolcraft	2,400	2,389	1,433 40	2,400	2,389	6,091 95
Shiawassee	8,830	8,820	5,292 00	8,830	8,820	22,491 00
Tuscola	11,342	11,342	6,805 20	11,342	11,342	28,922 10
Van Buren	9,693	9,632	5,779 20	9,693	9,693	h 24,753 75
Washtenaw	11,908	11,893	7,135 80	11,908	11,893	30,327 15
Wayne	109,672	109,672	65,803 20	109,740	109,740	i 279,877 80
Wexford	5,508	5,475	3,285 00	5,508	5,475	13,961 25

g Includes $14.40 deficiency May 10, 1904.
h Includes $36.60 deficiency May 10, 1904.
i Includes $40.80 deficiency May 10, 1904.

TABLE III.

General school statistics as reported by school inspectors for the year ending September 5, 1904.

Counties.	Number of townships and cities reporting	Whole number of school districts.	Number of districts that maintained school.	Number of graded school districts.	Number of township unit districts.	Number of children 5 years of age and under 20.	Number of children 5 years of age and under 20 that attended school during the year.	Whole number of days of school.	Percentage of attendance.	Number of school houses.	Estimated value of school property.	Number of school houses to be built during ensuing year.	Average number months of school.
Totals	1,297	7,255	7,165	575	133	745,010	497,299	1,193,280	65	8,293	$25,514,662	147	8.3
Alcona	11	34	34	1	3	2,097	1,426	5,298	57	35	$26,925	1	7.8
Alger	7	7	7	2	7	1,756	1,426	1,213	87	33	32,950	3	8.7
Allegan	24	184	183	17	.....	11,953	8,859	30,642	66	194	286,659	.....	8.3
Alpena	8	18	18	1	5	7,008	3,537	2,690	66	66	116,950	4	7.5
Antrim	15	71	71	6	.....	4,949	3,990	11,593	54	77	133,180	1	8.2
Arenac	11	41	39	7	.....	3,787	2,654	6,641	58	43	56,288	.....	8.5
Baraga	5	5	5	2	5	1,818	1,171	849	77	20	34,700	4	8.1
Barry	17	144	143	5	.....	5,940	4,523	22,955	71	147	183,585	1	8.0
Bay	16	71	69	4	1	22,263	10,809	11,895	60	91	559,775	4	8.6
Benzie	12	53	52	5	.....	3,334	2,786	7,644	62	54	73,025	4	7.4
Berrien	23	146	145	19	.....	14,415	10,426	23,576	69	159	434,480	.....	8.2
Branch	17	128	128	5	.....	6,505	5,089	21,392	66	132	257,390	.....	8.3
Calhoun	23	164	163	8	.....	12,710	9,824	27,702	69	183	678,124	1	8.5
Cass	16	112	110	5	.....	5,144	3,940	18,176	66	114	222,727	.....	8.3
Charlevoix	15	68	68	5	.....	5,169	3,909	10,428	64	73	155,475	.....	7.7
Cheboygan	17	57	56	3	3	5,715	3,818	8,468	61	75	126,060	5	7.6
Chippewa	14	51	50	4	7	6,931	5,299	8,091	66	76	290,590	2	8.
Clare	17	62	56	3	.....	3,169	2,245	8,226	63	57	69,334	5	7.4
Clinton	17	129	129	6	.....	6,854	4,883	22,118	62	131	169,893	.....	8.6
Crawford	5	25	18	1	.....	1,056	840	2,243	62	23	24,895	1	6.2
Delta	15	30	30	3	7	8,299	5,878	4,425	69	69	180,740	2	7.4
Dickinson	8	8	8	2	6	6,554	4,850	1,552	87	32	243,850	5	9.7
Eaton	18	146	146	11	.....	7,290	5,819	24,374	68	155	212,625	.....	8.3
Emmet	16	74	74	5	.....	5,115	3,693	11,065	64	78	115,440	1	7.3
Genesee	20	157	157	11	.....	10,722	8,307	27,527	62	168	527,215	.....	8.8

Gladwin	13	42	39	3	2	2,959	2,013	6,317	58	46	33,258	7	8.
Gogebic	7	7	7	3	5	5,535	4,428	1,323	77	34	262,600	2	9.4
Grand Traverse	14	66	66	5	1	6,622	5,043	9,987	64	74	202,775	3	7.6
Gratiot	18	134	133	11	.....	8,719	6,922	21,612	61	135	194,040	.....	8.1
Hillsdale	19	163	161	12	.....	7,443	5,780	26,499	69	169	250,840	2	8.2
Houghton	15	34	33	8	3	23,435	15,941	6,353	80	89	526,360	1	9.6
Huron	26	115	115	18	.....	13,042	8,310	20,585	60	119	174,540	4	8.9
Ingham	17	137	137	10	.....	10,437	7,883	23,811	63	153	365,050	.....	8.7
Ionia	18	143	142	12	.....	9,015	6,507	24,470	69	152	828,945	1	8.6
Iosco	13	30	29	5	1	3,729	2,462	4,675	64	37	33,440	3	8.
Iron	8	8	8	3	8	2,787	2,160	1,488	78	35	91,825	3	9.3
Isabella	17	105	104	3	.....	7,453	4,872	17,065	57	108	112,825	3	8.2
Jackson	20	156	154	9	.....	11,340	7,708	26,513	68	170	320,500	1	8.6
Kalamazoo	17	138	137	10	.....	11,658	7,545	22,829	68	148	693,225	1	8.3
Kalkaska	11	50	49	3	.....	2,162	1,735	7,580	60	50	64,040	.....	7.7
Kent	25	205	202	17	.....	39,310	24,546	35,277	59	244	1,618,730	.....	8.7
Keweenaw	5	5	5	.....	3	1,252	879	953	69	10	32,000	1	9.5
Lake	11	45	41	3	.....	1,566	1,237	5,819	66	45	27,945	2	7.
Lapeer	19	135	135	11	.....	7,780	5,927	23,279	66	138	187,825	.....	8.6
Leelanau	11	58	57	4	.....	3,754	2,430	8,087	61	57	55,140	1	7.
Lenawee	24	196	196	13	.....	12,379	9,459	33,655	66	210	428,480	2	8.6
Livingston	16	134	132	4	.....	4,825	3,806	22,358	62	137	164,625	1	8.5
Luce	4	4	4	1	4	827	774	727	70	15	23,100	.....	9.
Mackinac	13	13	13	2	11	2,710	1,954	2,517	66	54	50,450	2	9.6
Macomb	15	114	114	14	.....	10,413	6,925	19,967	61	120	259,380	2	8.7
Manistee	13	65	64	6	.....	9,425	5,766	10,198	64	70	205,300	1	7.9
Marquette	21	21	20	6	18	13,046	9,377	3,639	86	73	628,250	4	9.
Mason	15	65	63	3	.....	6,789	4,650	10,039	65	73	170,175	4	7.9
Mecosta	17	106	105	6	.....	6,744	4,849	16,890	62	108	124,730	1	8.
Menominee	11	40	39	2	6	9,929	6,536	6,243	71	97	263,771	5	8.
Midland	17	78	76	3	.....	5,035	3,661	12,360	57	82	109,075	1	8.1
Missaukee	14	58	57	4	.....	3,387	2,037	8,852	62	57	65,435	2	7.8
Monroe	16	138	138	6	.....	10,303	6,615	23,238	59	142	185,630	1	8.4
Montcalm	22	141	141	13	.....	10,202	7,870	24,036	67	147	179,415	1	8.5
Montmorency	7	8	8	1	6	1,119	835	1,327	66	28	18,850	1	8.3
Muskegon	19	92	88	9	.....	12,732	9,905	13,642	65	115	1,354,741	.....	7.8
Newaygo	22	117	117	5	.....	6,196	4,618	17,918	66	115	127,635	4	7.7
Oakland	26	205	201	15	.....	11,321	8,443	34,495	65	213	513,132	.....	8.6
Oceana	16	89	88	3	.....	5,613	4,117	13,970	60	91	118,700	1	7.9
Ogemaw	12	45	42	3	1	3,015	2,012	6,899	60	47	45,550	2	8.2
Ontonagon	9	9	9	3	9	1,963	1,837	1,467	77	41	80,296	4	8.1
Osceola	16	93	93	6	.....	6,176	4,630	14,973	56	95	118,900	1	8.
Oscoda	3	15	13	.....	1	531	413	1,666	61	25	7,150	1	6.4
Otsego	9	36	35	2	1	2,071	1,470	4,912	54	42	40,835	2	7.
Ottawa	17	123	123	25	.....	13,800	9,446	21,406	73	131	322,100	2	8.7

TABLE III.—CONCLUDED.

Counties.	Number of townships and cities reporting.	Whole number of school districts.	Number of districts that maintained school.	Number of graded school districts.	Number of township unit districts.	Number of children 5 years of age and under 20.	Number of children 5 years of age and under 20 that attended school during the year.	Whole number of days of school.	Percentage of attendance.	Number of school houses.	Estimated value of school property.	Number of school houses to be built during ensuing year.	Average number months of school.
Presque Isle	14	35	31	3	2	3,524	1,886	4,084	59	40	$46,250	1	6.6
Roscommon	7	19	12	1	.....	557	296	1,194	68	16	6,600	3	5.
Saginaw	30	162	160	9	.....	26,836	15,770	28,008	68	187	850,771	3	8.7
St. Clair	26	155	155	8	.....	16,596	11,029	26,971	62	174	907,500	.....	8.7
St. Joseph	18	123	123	8	.....	5,935	4,532	20,753	72	130	254,550	1	8.4
Sanilac	26	154	154	23	.....	11,921	8,977	27,802	52	153	178,525	2	9.
Schoolcraft	9	11	9	1	7	2,476	1,765	1,621	74	28	82,700	3	9.
Shiawassee	18	124	124	10	.....	8,710	6,540	21,427	69	129	332,925	.....	8.6
Tuscola	23	149	149	11	.....	11,109	8,018	26,004	56	152	192,450	4	8.7
Van Buren	19	153	153	15	.....	9,812	7,327	25,240	66	156	289,475	.....	8.2
Washtenaw	22	167	167	8	.....	11,861	8,141	28,615	66	178	580,250	1	8.5
Wayne	23	155	155	26	.....	109,011	51,690	26,814	72	238	4,745,905	4	8.6
Wexford	17	82	81	6	.....	5,560	4,403	12,038	57	86	152,238	1	7.4

TABLE IV.

Employment of teachers as reported by school inspectors for the year ending September 5, 1904.

Counties.	Number of teachers required.		Number of different teachers employed.		Aggregate number of months taught.		Total wages of teachers.			Average monthly wages.	
	Graded schools.	Ungraded schools.	Men.	Women.	Men.	Women.	Men.	Women.	Total.	Men.	Women.
Totals	7,327	7,381	2,684	14,081	20,220	111,491	$1,159,167 92	$4,521,258 55	$5,680,426 47	$57 33	$40 55
Alcona	4	36	9	31	80	235	$3,572 00	$7,781 00	$11,353 00	$44 65	$33 11
Alger	28	21	4	49	40	403	3,100 00	20,205 00	23,305 00	77 50	50 14
Allegan	85	175	57	268	424	1,803	20,868 84	53,287 50	74,156 34	49 22	29 55
Alpena	44	55	4	117	38	858	3,340 00	29,785 50	33,125 50	87 87	34 72
Antrim	51	65	35	115	234	759	11,474 85	27,413 00	38,887 85	49 42	36 12
Arenac	25	35	16	52	141	370	6,330 25	12,076 00	18,406 25	44 89	32 64
Baraga	23	8	9	23	78	210	5,989 50	9,606 75	15,596 25	76 78	45 75
Barry	43	141	53	184	348	1,206	14,730 91	36,539 40	51,270 31	43 19	30 12
Bay	199	80	40	247	344	2,298	23,585 90	95,613 07	119,218 97	68 56	41 61
Benzie	31	53	15	88	114	569	6,069 50	19,940 18	26,009 68	53 24	35 04
Berrien	167	137	64	245	524	2,060	30,334 50	76,646 50	106,981 00	57 89	37 20
Branch	61	125	68	186	401	1,252	17,740 00	40,770 19	58,510 19	44 23	32 56
Calhoun	175	158	56	323	437	2,619	26,320 61	97,131 85	123,452 46	60 23	37 09
Cass	49	108	37	141	299	1,044	14,003 91	34,897 95	48,901 86	46 83	33 43
Charlevoix	50	69	22	120	157	795	8,076 00	27,724 25	35,800 25	51 43	34 90
Cheboygan	38	70	20	98	156	744	8,134 50	26,921 07	35,055 57	52 14	36 18
Chippewa	77	60	35	117	255	959	15,018 25	40,858 48	55,876 73	58 89	42 61
Clare	20	60	34	68	184	396	6,992 25	12,114 85	19,107 10	38 00	30 59
Clinton	47	125	32	170	258	1,274	12,164 13	39,965 83	52,129 96	47 15	31 37
Crawford	10	25	4	33	20	201	1,178 00	7,009 21	8,187 21	58 90	34 87
Delta	74	75	10	161	78	1,226	6,072 75	52,764 74	58,837 49	77 88	43 04
Dickinson	82	33	12	109	110	987	11,292 13	54,206 22	65,498 25	102 65	54 92
Eaton	87	138	45	248	274	1,684	14,334 00	59,497 86	73,831 86	52 31	35 33
Emmet	49	71	13	152	102	884	6,135 05	33,186 94	39,321 99	50 34	37 54
Genesee	122	153	64	247	488	2,052	23,451 50	74,289 25	97,740 75	48 06	36 20
Gladwin	14	39	5	53	43	378	2,005 00	12,331 95	14,336 95	46 63	32 62
Gogebic	101	16	11	107	94	1,053	8,474 08	52,615 88	61,089 96	90 15	49 97
Grand Traverse	66	66	13	141	96	987	6,886 25	38,330 00	45,216 25	71 73	38 83
Gratiot	63	128	64	192	397	1,225	17,177 66	42,568 95	59,746 61	43 27	34 75
Hillsdale	70	160	75	225	448	1,502	19,195 74	43,090 86	62,286 60	42 85	28 69

TABLE IV.—CONCLUDED.

Counties.	Number of teachers required		Number of different teachers employed.		Aggregate number of months taught.		Total wages of teachers.			Average monthly wages.	
	Graded schools.	Ungraded schools.	Men.	Women.	Men.	Women.	Men.	Women.	Total.	Men.	Women.
Houghton	311	89	40	373	377	3,557	$37,635 00	$182,449 17	$220,084 17	$79 82	$51 30
Huron	63	101	54	121	477	1,033	22,141 00	33,742 16	55,883 16	46 42	32 66
Ingham	131	128	56	273	374	1,993	18,765 90	72,393 76	91,159 66	50 18	36 32
Ionia	99	133	36	224	282	1,814	13,671 00	59,226 90	72,897 90	48 48	32 65
Iosco	34	27	9	55	85	437	4,344 75	14,256 75	18,601 50	51 11	32 62
Iron	52	14	11	56	83	522	6,124 75	24,901 00	31,025 75	73 79	47 70
Isabella	26	103	37	128	253	842	11,235 65	27,934 57	39,170 22	44 41	33 18
Jackson	135	148	61	293	404	2,195	22,138 50	81,249 18	103,387 68	54 80	37 01
Kalamazoo	154	131	52	264	402	2,179	20,929 22	83,358 65	104,287 87	52 06	38 26
Kalkaska	15	46	14	71	80	406	3,672 00	13,944 86	17,616 86	45 90	34 35
Kent	485	193	85	671	629	5,840	38,760 09	320,587 77	359,347 86	61 62	54 90
Keweenaw	.....	18	9	10	86	85	5,700 00	4,315 00	10,015 00	66 28	50 76
Lake	11	46	12	50	66	303	2,650 50	8,835 75	11,486 25	40 16	2 16
Lapeer	60	126	32	173	265	1,414	12,586 75	42,993 65	55,580 40	47 49	30 41
Leelanau	15	56	21	56	156	368	7,344 00	12,675 25	20,019 25	47 08	34 44
Lenawee	121	190	63	307	480	2,314	24,518 00	75,648 11	100,166 11	51 08	32 69
Livingston	34	134	51	173	293	1,163	11,343 87	31,511 71	42,855 58	38 72	27 10
Luce	16	11	5	27	30	212	2,530 00	8,550 25	11,080 25	84 33	40 33
Mackinac	15	51	11	69	59	430	3,505 50	17,298 60	20,804 10	59 42	40 23
Macomb	79	101	40	148	348	1,295	19,167 25	42,252 05	61,419 30	55 09	32 63
Manistee	93	69	15	158	142	1,328	8,755 00	53,415 46	62,170 46	61 65	40 22
Marquette	192	62	23	222	219	2,102	23,720 00	109,329 68	133,049 68	108 31	52 01
Mason	55	70	23	111	174	885	8,315 00	34,325 25	42,640 25	47 79	38 79
Mecosta	39	102	26	163	153	1,034	7,005 30	33,888 67	40,893 97	45 79	32 77
Menominee	72	90	23	147	188	1,246	12,348 75	52,476 76	64,825 51	65 68	42 12
Midland	26	77	11	103	81	786	4,087 00	24,358 05	28,445 05	50 46	30 99
Missaukee	20	55	18	76	134	475	5,985 75	16,262 35	22,248 10	44 67	34 24
Monroe	42	138	42	158	329	1,237	15,167 25	38,170 25	53,337 50	46 10	30 86
Montcalm	79	130	54	213	383	1,466	16,972 53	46,722 62	63,695 15	44 31	31 87
Montmorency	7	25	14	27	79	200	2,879 00	6,228 00	9,107 00	36 44	31 14
Muskegon	157	84	31	232	267	1,908	22,210 06	76,265 00	98,475 06	83 18	39 97
Newaygo	31	114	29	191	168	980	7,554 30	30,259 55	37,813 85	44 96	30 88
Oakland	121	196	38	295	342	2,500	21,021 00	77,706 16	98,727 16	61 46	31 08
Oceana	28	88	31	108	206	755	9,375 95	25,204 99	34,580 94	45 51	33 38
Ogemaw	13	43	7	53	53	396	2,385 00	12,686 95	15,071 95	45 00	32 03

Ontonagon	38	32	11	63	91	535	6,753 00	25,706 00	32,461 00	74 23		48 05
Osceola	42	89	22	140	136	975	7,226 72	32,676 00	39,902 72	53 14		33 51
Oscoda		21	8	18	47	86	1,553 00	2,524 25	4,077 25	33 04		29 35
Otsego	13	41	6	40	48	339	2,204 50	12,723 20	14,927 70	47 14		35 44
Ottawa	129	102	44	201	364	1,754	20,242 55	59,963 81	80,206 36	55 01		34 19
Presque Isle	21	32	16	43	104	272	4,474 00	9,407 50	13,881 50	43 02		34 59
Roscommon	3	13	4	14	16	62	756 55	1,905 00	2,671 55	47 91		30 73
Saginaw	260	165	56	401	491	3,535	35,155 73	144,635 61	179,791 34	71 60		40 92
St Clair	137	131	40	265	348	2,317	19,459 75	83,561 33	103,451 08	57 16		36 50
St Joseph	83	117	51	187	360	1,394	15,900 00	44,475 35	60,375 35	44 17		31 90
Sanilac	56	135	57	151	484	1,244	21,109 25	40,160 70	61,269 95	43 61		32 28
Schoolcraft	25	29	7	54	57	444	4,069 25	19,434 50	23,503 75	71 39		43 77
Shiawassee	101	116	43	219	319	1,089	17,777 50	57,300 04	75,077 54	55 73		33 92
Tuscola	61	144	49	189	308	1,473	16,902 25	45,340 28	62,242 53	45 93		30 78
Van Buren	92	140	52	213	389	1,614	20,341 48	51,947 63	72,289 11	52 29		32 18
Washtenaw	156	161	44	299	383	2,552	27,423 75	86,616 75	114,040 50	75 55		33 94
Wayne	1,205	137	142	1,296	1,993	12,515	119,189 30	793,013 94	912,733 24	92 14		63 37
Wexford	56	77	20	130	127	938	7,033 64	35,221 55	42,255 19	55 38		37 55

TABLE V.

Resources of school districts as reported by school inspectors for the year ending September 5, 1904.

Counties.	Ordinary receipts.							Received from loans.	Money on hand Sept. 7, 1903.	Total resources including amount on hand and loans.
	One-mill tax.	Primary school interest fund.	Library moneys.	Tuition of non-resident pupils.	District taxes for all purposes.	Raised from all other sources.	Total net receipts.			
Totals	$1,082,585 04	$2,248,721 55	$124,546 22	$97,301 05	$5,471,760 63	$472,061 49	$9,496,975 98	$617,347 81	$2,226,102 44	$12,340,426 23
Alcona	$205 13	$6,659 96	.....	$5 00	$11,584 80	$2,251 34	$21,006 23	$1,500 00	$5,645 63	$28,151 86
Alger	861 15	4,841 28	$219 81	.....	29,844 78	1,625 81	37,392 83	6,500 00	8,775 42	52,668 25
Allegan	19,863 54	35,842 51	747 35	2,794 29	57,065 40	3,784 14	120,097 23	1,550 00	33,606 03	155,253 26
Alpena	388 53	21,682 70	194 63	16 26	30,541 24	1,019 95	53,843 31	6,977 95	5,799 15	66,620 41
Antrim	4,021 32	14,656 68	69 59	265 43	45,849 48	2,276 29	67,138 79	5,778 55	18,844 04	91,761 38
Arenac	526 05	10,530 29	183 79	22 12	22,481 95	2,715 42	36,459 62	3,604 55	15,052 45	55,116 62
Baraga	1,404 82	4,796 60	427 98	.....	18,174 26	2,471 71	27,275 37	.....	9,851 05	37,126 42
Barry	14,591 18	18,003 89	286 37	1,560 47	37,807 15	2,278 69	74,455 75	1,927 31	18,533 26	94,916 32
Bay	9,741 95	68,301 52	314 65	1,440 79	110,486 63	20,739 02	211,024 56	3,815 69	55,298 11	270,138 36
Benzie	2,744 69	9,306 65	187 44	96 23	26,424 51	705 06	39,464 58	1,882 14	11,056 98	52,403 70
Berrien	15,260 91	43,723 65	1,023 24	2,903 21	94,920 07	4,093 64	161,924 72	14,676 24	43,916 69	220,517 65
Branch	17,079 26	20,154 49	413 36	1,943 43	43,649 22	2,488 23	85,727 99	12,354 22	28,368 19	126,450 40
Calhoun	39,175 96	37,624 89	1,048 76	2,917 96	156,275 69	4,237 22	241,280 48	1,722 10	27,959 24	270,961 82
Cass	12,708 48	16,813 72	235 94	1,184 04	41,190 58	5,170 58	77,303 34	21,407 30	14,760 62	113,471 26
Charlevoix	3,242 26	14,162 67	438 71	261 30	39,270 23	2,872 08	60,247 25	6,246 74	37,084 43	103,578 42
Cheboygan	3,335 18	16,454 30	639 94	240 65	38,103 72	6,400 09	65,173 88	5,410 88	15,091 48	85,676 24
Chippewa	12,774 22	20,542 34	1,123 63	22 40	65,014 55	4,082 23	103,559 37	6,009 05	11,221 75	120,079 17
Clare	1,005 65	8,822 37	20 08	155 09	19,866 79	2,115 65	31,985 63	1,336 65	17,106 35	50,428 63
Clinton	19,598 09	21,471 05	723 34	1,574 32	32,557 59	3,529 11	79,453 50	16,204 61	24,345 76	120,003 87
Crawford	164 04	2,496 06	20 03	3 90	11,368 79	490 22	14,543 04	1,415 00	7,378 92	23,336 96
Delta	1,587 99	24,680 37	669 98	306 33	78,864 74	2,624 87	108,734 28	18,607 37	17,461 57	144,803 22
Dickinson	2,404 42	19,064 54	994 21	30 00	103,585 68	1,571 88	127,650 73	2,200 00	35,591 23	165,441 96
Eaton	16,996 19	23,042 93	990 95	3,061 88	53,728 34	2,382 21	100,202 50	1,850 64	23,232 89	125,286 03
Emmet	6,722 45	14,096 47	548 42	327 94	42,794 14	1,006 35	65,495 77	1,846 84	11,685 26	79,027 87
Genesee	27,008 02	33,482 90	6,242 74	4,208 83	88,218 18	1,854 81	161,015 48	9,181 87	17,722 35	187,919 70

Gladwin	1,004 78	7,926 12	.....	227 62	13,105 34	3,843 95	26,107 81	583 18	9,678 52	36,369 51
Gogebic	9,429 64	15,077 80	2,421 28	120 00	86,004 56	4,364 54	117,417 82	15,000 00	41,626 81	174,044 63
Grand Traverse	7,938 66	19,106 88	112 99	877 41	49,331 29	2,318 18	79,685 41	1,390 00	25,933 63	107,009 04
Gratiot	12,493 20	27,195 10	582 73	1,107 31	42,711 37	4,163 69	88,253 40	4,566 44	24,020 08	116,839 92
Hillsdale	17,304 16	22,784 60	788 96	2,918 98	45,494 95	3,142 82	92,434 47	28,856 93	19,149 24	140,440 64
Houghton	92,324 55	67,870 74	2,404 83	3,311 80	248,472 05	8,502 84	422,886 81	37,550 00	169,382 16	629,818 97
Huron	11,283 21	39,947 86	224 76	538 01	35,429 34	3,154 93	90,578 11	7,008 17	29,048 58	126,634 86
Ingham	22,569 46	32,414 53	4,003 01	2,285 01	76,682 99	2,372 80	140,327 80	12,361 25	59,466 70	212,155 75
Ionia	19,528 14	27,960 21	667 33	2,959 05	54,790 23	5,478 96	111,383 92	6,577 98	31,874 58	149,836 48
Iosco	885 10	11,288 57	681 45	15 75	13,828 23	6,197 56	32,896 66	.....	17,790 71	50,687 37
Iron	1,310 42	7,979 93	419 74	29 50	43,968 72	22,794 26	76,502 57	28,624 88	15,339 80	120,467 25
Isabella	6,120 72	22,440 45	241 48	374 01	24,161 13	2,185 31	55,523 10	17,200 00	21,080 25	93,803 35
Jackson	34,775 65	35,648 36	600 52	2,597 37	73,705 34	6,181 35	153,508 59	20,714 85	23,616 89	197,840 33
Kalamazoo	29,520 30	35,104 59	2,570 43	2,545 67	112,970 07	12,720 29	195,440 35	31,222 61	29,686 93	256,349 89
Kalkaska	2,338 80	5,816 56	635 21	164 00	19,465 58	2,252 93	30,673 08	13,009 00	12,070 54	55,752 62
Kent	85,767 93	122,872 71	1,051 28	4,600 92	319,309 86	21,386 30	554,989 00	4,841 34	124,761 89	684,592 23
Keweenaw	4,677 33	2,535 80	934 52	8 00	10,379 80	287 25	18,822 71	.....	9,964 14	28,786 85
Lake	505 34	4,142 50	16 66	45 31	8,529 96	1,821 50	15,061 27	908 00	8,535 90	24,505 17
Lapeer	16,028 90	24,778 61	230 27	1,868 60	36,226 10	1,722 10	80,854 58	3,665 00	20,569 61	105,089 19
Leelanau	2,128 95	10,647 89	9 88	153 91	12,764 04	581 49	26,286 16	1,804 49	9,426 68	37,517 33
Lenawee	38,166 65	37,920 64	1,072 20	3,008 13	64,963 59	2,938 50	148,069 71	6,485 51	36,001 18	190,556 40
Livingston	15,666 92	15,492 47	456 77	1,940 11	24,121 78	1,611 43	59,289 48	1,185 16	15,664 54	76,139 18
Luce	290 00	2,137 70	419 47	.....	7,610 98	2,669 05	13,127 20	510 00	18,179 76	31,816 96
Mackinac	3,253 89	7,636 75	109 79	20 40	21,538 47	2,626 06	35,185 36	1,702 47	7,839 07	44,726 90
Macomb	25,484 76	32,994 73	443 21	1,728 23	34,178 16	4,232 30	99,061 39	5,695 59	39,025 75	143,782 73
Manistee	9,997 19	29,265 47	343 98	684 03	53,526 73	1,630 31	95,447 71	3,210 00	24,597 97	123,255 68
Marquette	25,439 00	39,752 62	1,350 27	.....	161,987 20	10,805 14	239,334 23	1,699 75	69,839 26	310,873 24
Mason	5,597 52	19,906 22	706 14	526 15	33,951 84	1,390 04	62,077 91	10,643 91	16,758 71	89,480 53
Mecosta	2,206 09	21,045 49	270 75	358 96	30,985 62	3,620 55	58,487 46	1,337 22	30,127 94	89,952 62
Menominee	7,581 58	30,002 38	303 81	469 36	75,819 90	10,679 42	124,856 45	664 79	28,342 41	153,863 65
Midland	2,455 44	15,925 76	18 26	206 10	23,274 07	2,907 02	44,786 65	599 13	19,835 46	65,221 24
Missaukee	775 11	9,087 81	6 41	12 00	23,440 68	3,731 24	37,062 25	611 24	14,617 59	52,291 08
Monroe	17,086 95	31,427 65	1,460 24	1,488 20	22,945 72	2,123 84	76,532 60	5,230 00	21,888 72	103,651 32
Montcalm	9,431 47	31,036 69	698 93	2,018 60	42,369 66	2,969 92	88,525 27	1,759 87	30,125 41	120,410 55
Montmorency	804 19	3,115 30	.....	100 00	7,356 59	1,865 46	13,241 54	.....	10,354 55	23,596 09
Muskegon	11,807 13	35,043 86	3,940 28	750 86	91,432 48	26,924 21	169,898 82	1,643 16	54,415 99	225,957 97
Newaygo	4,743 43	18,022 22	105 62	540 72	29,840 45	2,098 28	55,350 72	3,411 93	17,049 33	75,811 98
Oakland	35,525 02	32,829 28	787 83	4,237 19	82,752 83	2,804 87	158,937 02	2,695 38	26,213 71	187,846 11
Oceana	5,468 47	16,115 76	50 69	465 92	25,060 81	5,123 27	52,284 92	10,163 92	16,790 74	79,239 58
Ogemaw	665 45	8,887 20	40 18	652 38	16,909 79	9,631 33	36,786 33	2,849 00	14,954 61	54,589 94
Ontonagon	2,513 42	5,594 50	3 50	.....	53,588 11	4,216 02	65,915 55	10,697 63	4,627 93	81,241 11
Oceola	4,370 75	18,438 48	73 46	531 04	35,596 65	3,209 52	62,219 90	1,660 22	15,860 94	79,741 06
Oscoda	33 92	1,081 30	11 22	1 00	4,180 98	461 79	5,770 21	11 00	4,869 53	10,650 74
Otsego	7,257 32	5,113 73	420 93	28 29	11,227 59	5,557 21	29,605 07	500 00	8,888 66	38,993 73
Ottawa	15,681 56	41,922 13	410 92	903 29	62,993 32	2,072 38	123,983 60	3,670 00	41,300 38	168,953 98

TABLE V.—CONCLUDED.

Counties.	Ordinary receipts.							Received from loans.	Money on hand Sept. 7, 1903.	Total resources including amount on hand and loans.
	One-mill tax.	Primary school interest fund.	Library moneys.	Tuition of non-resident pupils.	District taxes for all purposes.	Raised from all other sources.	Total net receipts.			
Presque Isle	$1,886 94	$9,748 70	$220 70	$30 20	$15,078 49	$273 07	$27,238 10	$970 00	$8,850 85	$37,058 95
Roscommon	337 07	1,286 80	.....	.....	4,179 55	119 98	5,923 40	.....	1,889 17	7,812 57
Saginaw	15,645 52	82,304 17	1,111 62	1,623 52	178,051 23	8,896 55	287,632 61	42,302 63	47,019 03	376,954 27
St. Clair	29,607 15	53,825 31	6,326 65	1,036 45	72,625 56	4,084 16	167,505 28	18,641 99	36,876 61	223,023 88
St. Joseph	14,811 79	17,524 44	614 91	1,893 20	45,671 64	19,355 28	99,871 26	7,957 89	15,322 05	123,151 20
Sanilac	11,146 15	37,208 25	212 20	794 71	39,672 70	1,685 44	90,719 45	5,360 23	29,394 37	125,474 05
Schoolcraft	537 79	6,685 80	230 57	159 83	35,492 60	16,242 20	59,348 79	2,600 00	14,301 61	76,250 40
Shiawassee	16,529 11	27,228 16	458 05	1,683 54	69,143 42	3,477 09	118,519 37	3,592 24	18,329 33	140,440 94
Tuscola	14,606 24	35,053 79	256 43	1,711 53	39,508 29	2,656 36	93,792 64	1,750 00	39,246 37	134,789 01
Van Buren	14,228 73	28,991 38	633 81	4,124 16	60,865 29	9,024 25	117,867 62	9,357 82	27,795 41	155,020 85
Washtenaw	35,091 19	36,628 99	763 22	9,061 12	87,666 07	1,880 41	171,091 00	7,167 72	20,641 86	198,900 58
Wayne	60,181 90	331,931 29	63,264 66	2,152 79	1,107,712 98	84,567 70	1,649,811 32	48,427 64	134,093 91	1,832,332 87
Wexford	4,397 51	15,713 69	586 26	268 94	47,421 35	1,340 19	69,727 94	692 95	25,759 24	96,180 13

TABLE VI.

Expenditures of school districts as reported by school inspectors for the year ending September 5, 1904.

Counties.	Ordinary expenditures for maintaining the schools.							Paid on indebtedness (principal).	Amount on hand Sept. 5, 1904.	Total expenditures, including amount on hand and paid on indebtedness.
	Paid men teachers.	Paid women teachers.	Paid for building, repairs and site.	Paid for books and care of library.	Paid interest on loans.	Paid for all other purposes.	Total net expenses.			
Totals	$1,161,080 94	$4,527,022 30	$1,265,896 02	$149,004 70	$135,995 35	$1,919,014 75	$9,158,014 06	$699,124 94	$2,483,287 23	$12,340,426 23
Alcona	$3,572 00	$7,787 56	$2,807 89	$17 36	$211 60	$3,561 93	$17,958 34	$1,787 69	$8,405 83	$28,151 86
Alger	3,100 00	20,205 00	7,034 40	143 98	166 32	11,961 03	42,610 73	2,014 16	8,043 36	52,668 25
Allegan	20,868 84	54,957 56	8,948 73	896 59	1,490 90	21,799 38	108,951 94	8,200 15	38,101 17	155,253 26
Alpena	3,340 00	29,785 50	12,557 01	784 69	1,067 32	5,802 86	53,337 38	3,185 41	10,097 62	66,620 41
Antrim	11,474 85	27,383 00	9,676 49	487 19	1,127 04	12,005 73	62,154 30	8,584 84	21,022 24	91,761 38
Arenac	6,330 25	12,076 00	2,844 44	324 35	1,008 43	6,262 30	28,845 77	4,141 47	22,129 38	55,116 62
Baraga	5,989 50	9,606 75	3,862 20	108 34	7 11	7,590 39	27,164 29	19 70	9,942 43	37,126 42
Barry	14,730 91	36,539 40	4,584 57	601 30	115 95	11,540 04	68,112 17	3,450 96	23,353 19	94,916 32
Bay	23,585 90	95,633 07	37,019 34	321 09	2,516 26	40,386 87	199,462 53	6,091 20	64,584 63	270,138 36
Benzie	6,069 50	19,940 18	2,907 92	470 96	1,384 49	6,883 71	37,656 76	6,539 99	8,206 95	52,403 70
Berrien	30,334 50	76,646 50	22,260 37	884 94	2,443 38	33,505 98	166,075 67	14,140 10	40,301 88	220,517 65
Branch	17,740 00	41,695 19	13,654 72	218 27	495 00	15,442 92	89,246 10	2,813 63	34,390 67	126,450 40
Calhoun	26,320 61	97,131 85	39,976 16	1,221 75	1,266 39	41,337 62	207,254 38	4,856 10	58,851 34	270,961 82
Cass	14,003 91	34,897 95	12,148 74	444 30	1,629 94	17,256 48	80,381 32	16,287 90	16,802 04	113,471 26
Charlevoix	8,076 00	27,724 25	33,078 65	424 00	2,953 83	12,852 26	85,108 99	3,489 16	14,980 27	103,578 42
Cheboygan	8,134 50	26,921 07	5,989 62	789 57	3,010 60	20,262 05	65,107 41	5,259 38	15,309 45	85,676 24
Chippewa	15,018 25	40,845 16	12,044 44	533 59	6,631 32	24,207 22	99,279 98	3,547 50	17,962 69	120,790 17
Clare	6,992 25	12,114 85	3,099 27	273 21	452 25	5,858 57	28,790 40	3,343 72	18,294 51	50,428 63
Clinton	12,164 13	39,965 83	24,384 41	345 64	126 86	15,738 13	92,725 00	2,549 89	24,728 98	120,003 87
Crawford	1,178 00	7,013 71	3,379 15	26 42	105 00	3,008 90	14,711 18	925 00	7,700 78	23,336 96
Delta	6,072 75	52,764 74	8,092 32	437 29	5,967 46	46,620 15	119,954 71	5,425 10	19,423 41	144,803 22
Dickinson	11,292 13	54,206 22	21,130 23	3,155 56	4,018 69	34,687 97	128,490 80	8,440 00	28,511 16	165,441 96
Eaton	14,334 00	59,497 86	4,445 59	605 87	153 11	19,984 09	99,020 82	1,633 39	24,631 82	125,28603
met	6,135 05	33,055 14	8,833 30	842 79	1,613 10	10,541 10	61,020 48	2,097 49	15,909 90	79,027 87
nesee	23,451 50	74,289 25	7,324 42	1,992 17	3,865 19	48,995 47	159,918 00	8,535 85	19,465 85	187,919 70

TABLE VI.—CONCLUDED.

Counties.	Ordinary expenditures for maintaining the schools.							Paid on indebtedness (principal).	Amount on hand Sept. 5, 1904.	Total expenditures, including amount on hand and paid on indebtedness.
	Paid men teachers.	Paid women teachers.	Paid for building, repairs and site.	Paid for books and care of library.	Paid interest on loans.	Paid for all other purposes.	Total net expenses.[9]			
Gladwin	$2,005 00	$12,331 95	$3,598 19	$483 98	$223 55	$4,528 53	$23,171 20	$508 01	$12,690 30	$36,369 51
Gogebic	8,474 08	52,615 88	33,033 67	1,186 18	2,889 98	44,300 53	142,500 32	4,500 00	27,044 31	174,044 63
Grand Traverse	6,886 25	38,330 00	3,958 37	43 70	1,170 09	15,520 34	65,908 75	7,250 45	33,849 84	107,009 04
Gratiot	17,177 66	42,568 95	9,985 63	444 59	1,482 94	19,010 45	90,670 22	3,213 16	22,956 54	116,839 92
Hillsdale	19,195 74	43,105 86	20,309 47	733 51	843 81	17,855 98	102,044 37	10,600 71	27,795 56	140,440 64
Houghton	37,635 00	182,424 17	77,554 75	3,022 40	4,547 16	102,680 14	407,863 62	41,245 25	180,710 10	629,818 97
Huron	22,141 00	33,742 16	5,284 92	179 87	2,166 80	16,284 83	79,799 58	10,745 90	36,089 38	126,634 86
Ingham	18,765 90	72,393 76	15,747 95	4,327 86	1,850 38	32,420 46	145,506 31	12,903 67	53,745 77	212,155 75
Ionia	13,671 00	59,227 05	14,462 00	349 42	714 57	19,738 99	108,163 03	5,719 86	35,953 59	149,836 48
Iosco	4,344 75	14,256 75	3,683 87	74 25	52 00	6,334 29	28,745 91	150 00	21,791 46	50,687 37
Iron	6,124 75	24,858 50	20,811 39	501 04	950 67	13,389 20	66,635 55	2,000 00	51,831 70	120,467 25
Isabella	11,235 65	27,934 57	9,804 94	176 19	875 42	11,295 35	61,322 12	2,435 57	30,045 66	93,803 35
Jackson	22,138 50	81,349 18	34,419 58	478 35	1,123 29	31,166 48	170,675 38	5,589 52	21,575 43	197,840 33
Kalamazoo	23,129 22	87,294 81	32,181 44	5,767 80	589 45	38,714 89	187,677 61	29,884 06	38,788 22	256,349 89
Kalkaska	3,672 00	13,914 86	18,472 99	268 87	523 08	6,533 77	43,385 57	1,289 73	11,077 32	55,752 62
Kent	38,760 09	320,573 77	25,407 97	13,039 25	806 63	123,460 05	522,047 76	20,750 62	141,793 85	684,592 23
Keweenaw	5,700 00	4,315 00	2,946 84	75 00	.....	3,556 47	16,593 31	.....	12,193 54	28,786 85
Lake	2,650 50	8,402 75	1,536 86	5 00	44 00	2,375 93	15,015 04	1,266 82	8,223 31	24,505 17
Lapeer	12,586 75	42,993 65	6,662 16	369 37	407 12	13,584 59	76,603 64	4,623 07	23,862 48	105,089 19
Leelanau	7,344 00	12,675 25	2,482 74	1 25	177 71	4,415 93	27,096 88	1,755 03	8,665 42	37,517 33
Lenawee	24,518 00	75,648 11	18,459 73	3,300 83	164 48	23,234 17	145,305 32	2,920 59	42,330 49	190,556 40
Livingston	11,243 87	31,442 71	5,747 72	624 12	69 08	10,870 98	59,998 48	747 79	15,392 91	76,139 18
Luce	2,530 00	8,550 25	6,297 47	559 72	.....	6,174 84	24,112 28	80 40	7,624 28	31,816 96
Mackinac	3,505 50	17,298 60	4,370 25	182 00	946 15	9,538 88	35,841 38	1,280 68	7,604 84	44,726 90
Macomb	19,167 25	42,252 05	8,334 54	1,937 59	1,397 27	21,363 68	94,452 38	6,928 26	42,402 09	143,782 73
Manistee	8,755 00	53,415 46	9,268 59	811 81	949 78	18,254 36	91,455 00	4,135 01	27,665 67	123,255 68
Marquette	23,720 00	109,329 68	12,827 63	991 35	7,503 74	76,667 56	231,039 96	11,450 00	68,383 28	310,873 24
Mason	8,315 00	34,325 25	19,553 50	493 24	959 50	12,144 66	75,791 15	3,840 00	9,849 38	89,480 53
Mecosta	7,005 30	33,863 67	6,344 53	1,020 23	254 22	10,931 06	59,419 01	1,706 78	28,826 83	89,952 62
Menominee	12,168 75	52,476 76	29,517 29	410 14	3,350 93	17,882 93	115,806 80	8,646 09	29,410 76	153,863 65
Midland	4,087 00	24,358 05	3,736 62	245 50	411 37	8,675 12	41,513 66	2,047 10	21,660 48	65,221 24
Missaukee	5,985 75	16,183 80	6,106 84	276 38	449 55	6,206 07	35,208 39	2,138 15	14,944 54	52,291 08
Monroe	15,167 25	38,170 25	10,577 29	1,069 33	527 99	13,799 64	79,311 75	1,943 00	22,396 57	103,651 32
Montcalm	16,972 53	46,722 62	3,981 73	440 58	949 51	18,333 70	87,400 67	2,223 00	30,786 88	120,410 55
Montmorency	2,879 00	6,228 00	2,014 39	.....	.....	2,937 34	14,058 73	.....	9,537 36	23,596 09

Muskegon	22,210 06	76,265 00	15,029 86	8,505 31	7,833 58	34,942 73	164,786 54	14,801 08	46,370 35	225,957 97
Newaygo	7,554 30	30,259 55	6,963 50	930 83	379 62	9,971 25	56,059 05	2,688 83	17,064 10	75,811 98
Oakland	21,021 00	77,726 16	12,093 71	1,202 77	3,461 22	29,622 83	145,127 69	11,028 22	31,690 20	187,846 11
Oceana	9,375 95	25,204 99	14,167 71	378 16	395 50	10,779 29	60,301 60	2,025 00	16,912 98	79,239 58
Ogemaw	2,385 00	12,686 95	7,103 42	456 53	1,709 50	4,169 65	28,511 05	3,193 16	22,885 73	54,589 94
Ontonagon	6,755 00	25,706 00	5,432 58	.....	706 75	14,035 16	52,635 49	17,395 17	11,210 45	81,241 11
Osceola	7,226 72	32,676 00	7,083 12	350 59	254 39	10,588 59	58,179 41	4,721 33	16,840 32	79,741 06
Oscoda	1,546 02	2,469 25	745 71	15 00	25 67	1,307 24	6,108 89	575 00	3,966 85	10,650 74
Otsego	2,264 50	12,723 20	7,846 84	49 61	171 70	3,554 18	26,610 03	1,789 46	10,594 24	38,993 73
Ottawa	20,242 55	59,963 81	13,953 95	884 30	2,619 55	26,262 86	123,927 02	2,880 00	42,146 96	168,953 98
Presque Isle	4,474 00	9,407 50	3,009 77	275 29	1,145 51	4,723 71	23,035 78	3,505 75	10,517 42	37,058 95
Roscommon	766 55	1,905 00	720 98	.....	223 22	565 43	4,181 18	451 14	3,180 25	7,812 57
Saginaw	35,155 75	144,655 61	19,674 45	3,338 55	926 54	74,351 97	278,102 87	8,090 08	90,761 32	376,954 27
St. Clair	19,889 75	83,561 33	25,605 27	4,526 92	1,594 55	40,891 00	176,068 82	5,858 84	41,095 22	223,023 88
St. Joseph	15,900 00	44,475 35	9,315 16	570 05	137 94	16,052 36	86,450 86	7,751 60	28,948 74	123,151 20
Sanilac	21,109 25	40,160 70	8,163 60	74 97	1,822 38	16,062 75	87,393 65	6,323 67	31,756 73	125,474 05
Schoolcraft	4,069 25	19,434 50	21,601 92	669 38	798 60	10,241 20	56,814 85	4,968 70	14,466 85	76,250 40
Shiawassee	17,777 50	57,314 04	6,681 16	461 10	1,667 55	25,951 57	109,852 92	8,286 77	22,301 25	140,440 94
Tuscola	16,902 25	45,340 28	8,121 58	381 92	1,300 52	18,642 28	90,688 83	5,505 49	38,594 69	134,789 01
Van Buren	20,341 48	51,947 63	19,367 49	902 21	1,894 55	26,766 57	121,219 93	7,621 49	26,179 43	155,020 85
Washtenaw	27,423 75	86,616 30	12,784 90	2,429 63	3,619 25	33,679 55	166,553 38	11,633 21	20,713 99	198,900 58
Wayne	119,689 30	793,043 94	232,199 38	61,740 71	19,276 86	228,053 53	1,454,003 72	221,991 58	156,337 57	1,832,332 87
Wexford	7,033 64	35,221 55	6,681 43	618 95	840 64	15,523 71	65,919 92	2,161 31	28,098 90	96,180 13

TABLE VII.

Miscellaneous statistics as reported by school inspectors for the year ending September 5, 1904.

Counties.	Bonded indebtedness of the districts.	Total indebtedness of the districts.	Amount due the districts.	Amount paid and due inspectors and members of school boards for services.	Amount paid and due township chairmen and other officers for services
Totals	$2,992,880 15	$3,220,998 38	$393,794 75	$17,767 18	$41,606 32
Alcona	$4,780 00	$5,736 69	$939 49	$129 00	$55 50
Alger	2,000 00	4,250 00	.....	458 00	936 50
Allegan	28,761 00	29,611 00	5,712 38	215 69	96 71
Alpena	975 00	1,301 62	4,246 38	527 97	369 50
Antrim	18,850 00	19,907 00	4,436 14	121 95	20 25
Arenac	15,400 00	15,749 55	2,722 65	99 50	24 50
Baraga	.....	12 00	212 00	315 20	721 50
Barry	11,110 08	14,064 81	1,079 88	152 25	38 00
Bay	97,551 20	97,953 85	4,705 38	268 34	666 00
Benzie	14,337 37	14,849 57	9,164 59	96 00	9 75
Berrien	39,003 33	46,318 19	4,783 62	214 25	562 21
Branch	17,890 00	17,978 00	1,362 27	111 75	213 50
Calhoun	20,800 00	21,183 12	28,617 34	274 52	139 32
Cass	34,826 00	47,115 72	1,471 51	190 75	16 50
Charlevoix	37,800 00	39,532 24	2,928 09	88 25	46 17
Cheboygan	42,550 00	42,653 41	6,282 86	262 50	195 25
Chippewa	112,595 00	127,640 82	24,558 00	339 25	719 50
Clare	7,025 00	7,398 69	3,211 81	123 00	85 00
Clinton	15,300 00	15,817 26	2,392 67	123 55	87 85
Crawford	981 00	2,684 50	1,187 38	50 00	22 50
Delta	59,460 00	70,685 09	552 19	308 50	1,102 00
Dickinson	71,405 00	72,741 00	653 00	586 00	1,725 00
Eaton	937 42	2,211 16	3,210 89	128 00	353 00
Emmet	27,800 00	29,120 90	8,832 90	167 17	14 37
Genesee	84,235 00	90,435 03	2,116 10	148 75	522 50
Gladwin	5,200 00	6,007 93	2,113 48	129 10	54 60
Gogebic	63,500 00	68,986 99	6,000 00	780 50	1,700 00
Grand Traverse	37,500 00	37,500 00	29,344 62	79 00	26 25
Gratiot	27,370 67	28,559 81	3,083 71	250 50	20 50
Hillsdale	34,850 00	36,321 71	1,892 26	107 75	110 25
Houghton	94,574 91	94,628 91	3,828 68	352 00	93 75
Huron	35,870 00	36,270 00	2,606 05	193 25	39 25
Ingham	38,550 00	40,617 16	3,051 88	85 50	1,193 50
Ionia	4,690 00	6,215 99	1,197 31	82 50	44 75
Iosco	550 00	550 00	10,987 44	167 25	508 50
Iron	54,000 00	57,409 03	4,993 82	672 00	725 00
Isabella	32,200 00	32,623 15	5,824 07	87 85	198 00
Jackson	14,200 00	34,216 40	1,687 91	115 50	1,058 25
Kalamazoo	72,275 00	73,523 20	1,164 24	106 10	421 50
Kalkaska	10,100 00	15,769 60	1,738 49	84 00	9 00
Kent	235,249 33	235,739 67	3,832 08	237 50	1,267 02
Keweenaw	.....	.....	.....	129 50	335 00
Lake	725 00	2,409 93	6,362 88	138 00	20 50
Lapeer	5,786 95	6,734 95	3,058 38	105 95	73 10
Leelanau	2,583 00	2,937 26	3,392 95	72 75	12 75
Lenawee	9,124 74	10,224 99	1,437 83	183 75	227 00
Livingston	760 00	1,750 21	796 49	126 50	24 00
Luce	510 00	813 75	153 83	381 00	758 50
Mackinac	12,325 00	13,199 46	2,513 17	371 00	1,165 00
Macomb	33,671 00	36,654 14	1,598 37	189 00	157 75

TABLE VII.—CONCLUDED.

Counties.	Bonded indebtedness of the districts.	Total indebtedness of the districts.	Amount due the districts.	Amount paid and due inspectors and members of school boards for services.	Amount paid and due township chairmen and other officers for services.
Manistee	$20,175 00	$21,349 37	$8,741 83	$118 00	$63 75
Marquette	179,300 00	180,362 56	20,162 02	911 00	3,495 50
Mason	16,725 00	19,213 30	6,095 25	123 00	216 25
Mecosta	4,950 00	5,236 02	4,411 68	155 00	186 50
Menominee	44,950 00	53,345 40	4,942 24	305 40	1,064 50
Midland	4,860 00	6,085 75	2,884 40	78 70	93 75
Missaukee	12,970 00	16,118 67	4,729 50	139 15	20 75
Monroe	12,022 00	13,196 98	1,560 64	160 60	42 50
Montcalm	15,500 00	17,002 42	7,481 02	217 38	130 75
Montmorency	.....	.....	60 00	315 25	417 72
Muskegon	144,962 50	151,477 73	16,001 32	130 25	27 50
Newaygo	4,570 90	5,233 46	8,369 56	171 75	27 25
Oakland	70,660 00	71,232 01	2,631 07	243 25	124 50
Oceana	7,900 00	10,620 20	2,879 69	213 92	39 00
Ogemaw	19,050 00	19,756 46	2,310 97	139 40	27 00
Ontonagon	19,400 00	26,551 25	287 47	564 50	1,580 00
Osceola	5,950 00	6,790 27	6,886 42	138 25	34 00
Oscoda	600 00	693 80	1,912 80	45 00	58 00
Otsego	7,076 00	7,175 00	3,549 03	113 50	60 00
Ottawa	56,706 00	56,863 50	5,305 90	139 75	252 50
Presque Isle	18,200 00	20,744 21	1,894 35	83 50	40 50
Roscommon	3,080 00	3,104 25	3,037 56	52 00	7 50
Saginaw	50,450 00	52,618 30	4,731 88	676 45	3,830 75
St. Clair	30,135 00	31,039 79	2,558 04	265 04	133 75
St. Joseph	175 00	16,706 32	933 50	128 75	136 25
Sanilac	35,370 00	36,385 93	1,548 80	190 75	73 50
Schoolcraft	17,000 00	17,222 72	1,000 00	258 00	833 00
Shiawassee	40,850 00	41,416 50	3,574 30	108 75	293 00
Tuscola	23,512 00	24,294 96	4,684 84	229 00	51 00
Van Buren	30,960 00	37,613 38	4,400 82	143 50	62 25
Washtenaw	74,700 00	79,153 83	962 64	108 00	235 75
Wayne	417,366 00	444,270 25	19,702 58	225 75	8,785 75
Wexford	10,206 75	12,108 33	5,523 17	146 75	175 00

TABLE VIII.

Cost per capita of public schools of the State for the year ending September 5, 1904.

Counties.	Number of pupils included in school census in—		Number of pupils enrolled in—		Cost per capita for instruction based on school census in —			Cost per capita for instruction based on enrollment in—			Total expenses per capita during year based on enrollment in—		
	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.
Totals.....	423,061	321,949	278,816	218,483	$8 91	$5 96	$7 63	$13 52	$8 78	$11 44	$22 92	$12 66	$18 42
Alcona.....	201	1,896	169	1,257	$7 86	$5 16	$5 41	$9 35	$7 78	$7 96	$12 28	$12 63	$12 59
Alger.....	1,254	502	1,031	395	12 57	15 03	13 27	15 29	19 10	16 34	26 70	38 17	29 85
Allegan.....	3,749	8,204	3,093	5,766	8 87	5 31	6 43	10 75	7 55	8 67	16 48	10 06	12 30
Alpena.....	4,197	2,811	1,948	1,589	4 70	4,76	4,73	10 14	8 42	9 37	17 45	12 45	15 20
Antrim.....	2,277	2,672	2,042	1,948	8 77	7 06	7 85	9 83	9 69	9 74	18 10	12 94	15 57
Arenac.....	1,584	2,203	1,192	1,462	5 75	4 22	4 86	7 64	6 36	6 93	12 23	9 76	10 86
Baraga.....	1,492	326	954	217	8 24	10 10	8 58	12 89	15 14	13 32	23 10	23 64	23 11
Barry.....	1,607	4,333	1,298	3,225	10 79	7 83	8 63	13 36	10 52	11 33	18 79	13 55	15 06
Bay.....	14,603	7,660	6,736	4,073	6 47	3 24	5 35	14 02	6 09	11 03	23 18	10 63	19 39
Benzie.....	1,462	1,872	1,269	1,517	8 69	7 11	7 79	10 01	8 77	9 33	15 20	12 11	13 51
Berrien.....	7,893	6,522	6,126	4,300	8 76	5 81	7 42	11 28	8 80	10 26	14 63	18 05	15 92
Branch.....	2,501	4,004	2,127	2,962	11 77	7 92	9 14	13 02	10 70	11 68	22 28	14 12	17 53
Calhoun.....	7,974	4,736	6,439	3,385	18 84	7 74	9 71	13 48	10 83	12 57	24 77	14 10	21 09
Cass.....	2,008	3,136	1,710	2,230	10 91	8 60	9 51	12 81	12 10	12 41	27 54	14 92	20 40
Charlevoix.....	2,284	2,885	1,891	2,018	8 02	6 06	6 73	9 69	8 65	9 16	30 80	13 31	21 77
Cheboygan.....	2,667	3,048	1,770	2,048	5 89	6 38	6 13	8 82	9 49	9 18	18 08	16 16	17 05
Chippewa.....	4,401	2,530	3,470	1,820	8 92	6 56	8 06	11 31	9 12	10 56	21 50	13 56	18 76
Clare.....	937	2,232	789	1,456	7 81	5 28	6 03	9 28	8 09	8 51	13 30	12 57	12 82
Clinton.....	1,855	4,999	1,634	3,249	10 53	6 52	7 60	11 96	10 03	10 67	30 87	13 01	18 98
Crawford.....	447	609	399	441	9 73	6 31	7 76	10 90	8 71	9 75	15 14	19 66	17 51
Delta.....	4,623	3 676	3,408	2 470	7 83	6 16	7 09	10 62	9 17	10 01	24 81	14 32	20 40
Dickinson.....	4,927	1,627	3,746	1,104	9 76	10 70	9 99	12 83	15 77	13 50	28 83	18 53	26 49
Eaton.....	3,100	4,190	2,815	3,004	11 89	8 82	10 12	13 10	12 29	12 69	18 41	15 71	17 02
Emmet.....	2,635	2,480	2,014	1,679	8 60	6 67	7 66	11 25	9 85	10 61	18 31	14 38	16 52
Genesee.....	5,236	5,486	4,132	4,175	10 92	7 39	9 12	13 84	9 71	11 76	26 30	12 28	19 25
Gladwin.....	776	2,183	689	1,324	6 66	4 19	4 84	7 50	6 92	7 12	10 48	12 05	11 51
Gogebic.....	5,017	518	3,993	435	9 21	28 69	11 04	11 58	34 17	13 80	27 91	71 64	32 18
Grand Traverse.	3,648	2,974	2,920	2,123	7 85	5 57	6 82	9 81	7 80	8 97	14 92	10 52	13 07
Gratiot.....	2,938	5,781	2,678	4,244	8 47	6 03	6 85	9 29	8 21	8 63	15 54	8 22	13 09
Hillsdale.....	2,635	4,808	2,270	3,510	10 63	7 13	8 37	12 34	9 77	10 78	24 92	12 95	17 65
Houghton.....	18,906	4,529	12,753	3,188	9 37	9 45	9 39	13 89	13 43	13 80	25 26	26 87	25 58
Huron.....	4,523	8,519	3,022	5,288	5 46	3 66	4 28	8 17	5 90	6 72	11 56	8 48	9 60
Ingham.....	6,434	4,003	4,985	2,898	9 52	7 47	8 73	12 29	10 31	11 56	20 53	14 88	18 45
Ionia.....	4,298	4,717	3,369	3,138	9 49	6 80	8 09	12 11	10 23	11 20	19 61	13 40	16 62
Iosco.....	2,300	1,429	1,537	925	5 24	4 58	4 98	7 84	7 08	7 55	12 37	10 51	11 67
Iron.....	2,228	559	1,755	405	11 21	10 73	11 12	14 23	14 81	14 34	31 75	26 94	30 84
Isabella.....	1,546	5,907	853	4,019	7 68	4 62	5 25	13 93	6 79	8 04	26 60	9 61	12 58
Jackson.....	6,870	4,470	4,716	2,992	10 28	7 34	9 12	14 98	10 97	13 43	25 96	16 13	22 14
Kalamazoo.....	7,922	3,736	4,926	2,619	9 94	8 47	9 47	15 98	12 09	14 63	29 18	16 76	24 87
Kalkaska.....	658	1,504	582	1,153	8 65	7 91	8 13	9 78	10 31	10 13	4 43	15 26	25 01
Kent.....	29,919	9,391	18,196	6,350	10 36	5 26	9 14	17 03	7 79	14 63	25 12	10 24	21 26
Keweenaw.....	.....	1,252	.....	879	.....	8 00	8 00	.....	11 39	11 39	.....	18 87	18,87
Lake.....	516	1,050	445	792	7 04	7 07	7 06	8 16	9 37	8 93	11 59	12 44	12 14
Lapeer.....	2,282	5,498	1,944	3,983	10 81	5 62	7 14	12 61	7 76	9 38	18 01	10 42	12 92
Leelanau.....	807	2,947	596	1,834	7 11	4 84	5 33	9 63	7 78	8 24	15 61	9 70	11 15
Lenawee.....	5,529	6,850	4,496	4,963	9 57	6 90	8 09	11 77	9 52	10 59	18 49	12 53	15 36
Livingston.....	1,149	3,676	1,009	2,797	12 10	7 83	8 85	13 78	10 28	11 21	20 96	13 89	15 76
Luce.....	559	268	570	204	13 71	12 74	13 39	13 44	16 74	14 31	29 75	35 06	31 15
Mackinac.....	922	1,788	636	1,318	7 69	7 67	7 68	11 15	10 40	10 65	19 34	16 34	17 31
Macomb.....	4,693	5,720	3,630	3,295	7 31	4 73	5 90	9 46	8 22	8 87	14 80	12 36	13 64

TABLE VIII.—Concluded.

Counties.	Number of pupils included in school census in—		Number of pupils enrolled in—		Cost per capita for instruction based on school census in—			Cost per capita for instruction based on enrollment in—			Total expenses per capita during year based on enrollment in—		
	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.
Manistee	5,700	3,725	3,479	2,287	$7 66	$4 90	$6 59	$12 56	$8 21	$10 78	$18 08	$12 48	$15 86
Marquette	10,885	2,161	7,887	1,490	10 31	9 64	10 20	14 23	13 98	14 19	24 39	25 91	24 64
Mason	2,995	3,794	2,067	2,583	8 01	4 94	6 28	11 12	7 21	9 17	25 80	8 69	16 30
Mecosta	2,069	4,675	1,519	3,330	8 13	5 14	6 06	11 06	7 22	8 43	17 54	9 84	12 25
Menominee	4,909	5,020	3,298	3,238	7 12	5 91	6 51	10 60	9 18	9 89	19 47	15 94	17 71
Midland	1,235	3,800	1,101	2,560	8 91	4 59	5 65	9 99	6 81	7 77	13 93	10 22	11 34
Missaukee	953	2,434	821	1,816	7 63	6 12	6 54	8 85	8 20	8 41	15 37	12 44	13 35
Monroe	2,859	7,444	1,541	5,074	6 10	4 82	5 17	11 31	7 08	8 06	19 97	9 56	11 98
Montcalm	3,604	6,598	3,368	4,502	8 90	4 79	6 24	9 52	7 02	8 09	13 64	9 21	11 10
Montmorency	282	837	254	581	9 36	7 73	8 14	10 39	11 12	10 91	14 37	17 74	16 84
Muskegon	8 800	3,932	7,302	2,603	9 10	4 67	7 73	10 97	7 06	9 94	18 88	10 32	16 63
Newaygo	1,409	4,787	1,210	3,408	8 21	5 48	6 10	9 56	7 11	8 19	16 14	10 72	12 14
Oakland	5,508	5,813	4,412	4,031	9 81	7 69	8 72	12 25	11 08	11 69	19 12	15 08	17 19
Oceana	1,238	4,375	997	3,120	8 91	5 38	6 16	11 06	7 55	8 40	27 25	10 62	13 65
Ogemaw	945	2,070	730	1,282	4 66	5 15	5 00	6 03	8 32	7 49	9 68	16 73	14 17
Ontonagon	1,173	790	1,068	769	16 53	16 55	16 54	18 15	17 00	17 67	20 55	39 90	28 65
Osceola	1,864	4,312	1,566	3,064	9 12	5 31	6 46	10 86	7 47	8 62	16 10	10 75	12 56
Oscoda	.....	531	.....	413	.....	7 56	7 56	.....	9 72	9 72	.....	14 79	14 79
Otsego	680	1,391	515	955	6 32	7 68	7 24	8 34	11 19	10 19	13 30	20 69	18 10
Ottawa	7,856	5,944	5,519	3,927	6 59	4 78	5 81	9 38	7 24	8 49	15 24	10 14	13 12
Presque Isle	1,235	2,289	917	969	4 89	3 42	3 94	6 59	8 09	7 36	10 67	13 67	12 21
Roscommon	225	332	133	163	5 22	4 51	4 79	8 83	9 18	9 02	11 93	15 92	14 12
Saginaw	15,819	11,017	9,520	6,250	8 48	4 14	6 70	14 09	7 31	11 40	22 24	10 62	17 63
St. Clair	8,749	7,847	5,670	5,359	7 07	5 29	6 23	10 92	7 75	9 38	21 37	10 25	15 96
St. Joseph	2,870	3,065	2,282	2,250	10 10	10 20	10 17	12 75	13 90	13 87	20 13	18 01	19 07
Sanilac	3,442	8,479	2,633	6,344	6 49	4 59	5 14	8 49	6 13	6 82	12 30	8 51	9 73
Schoolcraft	1,404	1,072	975	790	9 99	8 85	9 49	14 38	12 00	13 32	41 19	21 08	32 18
Shiawassee	4,337	4,373	3,467	3,073	5 11	12 10	8 62	6 39	17 22	11 48	10 30	24 12	16 80
Tuscola	2,948	8,161	2,395	5,623	8 18	4 67	5 60	10 07	6 78	7 76	15 43	9 55	11 31
Van Buren	4,100	5,712	3,327	4,000	9 13	6 10	7 37	11 25	8 71	9 87	21 98	12 02	16 54
Washtenaw	6,594	5,267	4,728	3,413	11 87	6 79	9 62	16 55	30 48	14 01	25 60	13 33	20 46
Wayne	100,498	8,513	46,937	4,753	8 55	6 31	8 37	18 30	11 31	17 66	29 09	16 25	28 13
Wexford	2,887	2,673	2,406	1,997	8 36	6 77	7 60	10 03	9 07	9 82	15 76	14 02	14 97

TABLE V.—CONCLUDED.

Counties.	Ordinary receipts.							Received from loans.	Money on hand Sept. 7, 1903.	Total resources including amount on hand and loans.
	One-mill tax.	Primary school interest fund.	Library moneys.	Tuition of non-resident pupils.	District taxes for all purposes.	Raised from all other sources.	Total net receipts.			
Presque Isle	$1,886 94	$9,748 70	$220 70	$30 20	$15,078 49	$273 07	$27,238 10	$970 00	$8,850 85	$37,058 95
Roscommon	337 07	1,286 80	.....	.....	4,179 55	119 98	5,923 40	.....	1,889 17	7,812 57
Saginaw	15,645 52	82,304 17	1,111 62	1,623 52	178,051 23	8,896 55	287,632 61	42,302 63	47,019 03	376,954 27
St Clair	29,607 15	53,825 31	6,326 65	1,036 45	72,625 56	4,084 16	167,505 28	18,641 99	36,876 61	223,023 88
St. Joseph	14,811 79	17,524 44	614 91	1,893 20	45,671 64	19,355 28	99,871 26	7,957 89	15,322 05	123,151 20
Sanilac	11,146 15	37,208 25	212 20	794 71	39,672 70	1,685 44	90,719 45	5,360 23	29,394 37	125,474 05
Schoolcraft	537 79	6,685 80	230 57	159 83	35,492 60	16,242 20	59,348 79	2,600 00	14,301 61	76,250 40
Shiawassee	16,529 11	27,228 16	458 05	1,683 54	69,143 42	3,477 09	118,519 37	3,592 24	18,329 33	140,440 94
Tuscola	14,606 24	35,053 79	256 43	1,711 53	39,508 29	2,656 36	93,792 64	1,750 00	39,246 37	134,789 01
Van Buren	14,228 73	28,991 38	633 81	4,124 16	60,865 29	9,024 25	117,867 62	9,357 82	27,795 41	155,020 85
Washtenaw	35,091 19	36,628 99	763 22	9,061 12	87,666 07	1,880 41	171,091 00	7,167 72	20,641 86	198,900 58
Wayne	60,181 90	331,931 29	63,264 66	2,152 79	1,107,712 98	84,567 70	1,649,811 32	48,427 64	134,093 91	1,832,332 87
Wexford	4,397 51	15,713 69	586 26	268 94	47,421 35	1,340 19	69,727 94	692 95	25,759 24	96,180 13

Gladwin	1	9	2	2	700	.....	.....	18 51	.....	27	602	2,089	483 98	.....
Gogebic	.....	5	.....	.....	.....	.....	.....	.....	.....	5	415	3,830	1,186 18	2,421 28
Grand Traverse	2	1	10	6	4,684	141 65	152 26	183 75	376 61	35	298	4,253	43 70	112 99
Gratiot	1	16	.....	.....	.....	.....	.....	.....	.....	122	683	13,389	444 59	582 73
Hillsdale	3	14	1	2	803	.....	14 74	25 50	.....	122	882	9,944	733 51	788 96
Houghton	.....	11	3	273	2,711	.....	411 14	751 65	632 82	21	2,115	16,990	3,022 40	2,404 83
Huron	4	15	7	30	2,506	50 00	89 47	133 00	357 82	86	749	7,025	179 87	224 76
Ingham	4	12	.....	.....	.....	.....	.....	.....	.....	118	2,684	22,797	4,327 86	4,003 01
Ionia	8	7	1	34	874	50 00	72	159 45	1 96	115	573	8,264	349 42	667 33
Iosco	1	5	4	90	864	40 00	196 43	79 60	288 42	15	181	2,455	74 25	681 45
Iron	3	4	.....	.....	.....	.....	.....	.....	9 97	6	667	5,005	501 04	419 74
Isabella	1	9	6	.....	1,053	.....	105 22	23 52	208 74	46	394	2,972	176 19	241 48
Jackson	3	16	.....	.....	.....	.....	.....	.....	.....	135	678	13,301	478 35	600 52
Kalamazoo	9	5	2	108	1,391	90 00	20 35	142 99	19 39	95	2,202	42,055	5,767 80	2,570 43
Kalkaska	.....	8	3	161	600	.....	162 74	180 00	154 07	17	376	1,548	268 87	635 21
Kent	1	16	7	214	4,484	125 00	252 24	366 40	275 80	179	3,660	84,037	13,039 25	1,051 28
Keweenaw	2	1	2	.....	250	.....	114 12	41 49	491 19	3	75	1,525	75 00	934 53
Lake	1	2	8	119	2,438	.....	16 70	156 34	160 02	10	1	990	5 00	16 66
Lapeer	3	12	3	52	1,323	.....	14 74	108 39	37 65	108	776	10,092	369 37	230 27
Leelanau	.....	.....	11	127	3,420	.....	159 67	207 41	496 47	22	224	1,291	1 25	9 88
Lenawee	2	15	5	83	2,593	.....	98 43	117 34	100 13	135	1,740	35,274	3,300 83	1,072 20
Livingston	4	10	2	.....	810	.....	45 20	3 00	3,555 96	48	953	5,375	624 12	456 77
Luce	1	3	.....	.....	.....	.....	.....	.....	163 92	3	530	1,320	559 72	419 47
Mackinac	2	7	2	.....	382	.....	5 86	.....	156 55	7	370	1,751	182 00	109 79
Macomb	1	11	2	17	757	.....	134 41	59 49	459 45	63	950	15,529	1,937 59	443 21
Manistee	.....	8	4	111	775	50 00	48 96	94 83	167 97	42	371	9,289	811 81	343 98
Marquette	2	15	1	.....	256	63 90	11 69	20 50	393 26	18	767	10,643	991 35	1,350 27
Mason	.....	7	7	.....	3,000	25 00	56 00	95 00	87 35	32	178	7,208	493 24	706 14
Mecosta	2	9	5	64	1,878	.....	104 20	97 58	143 49	77	629	5,158	1,020 23	270 75
Menominee	3	6	1	.....	540	53 87	158 05	84 77	163 47	22	570	5,195	410 14	303 81
Midland	.....	12	4	.....	219	.....	8 69	17 00	15 65	27	107	2,471	245 50	18 26
Missaukee	.....	5	9	.....	1,375	.....	56 77	98 50	100 29	22	450	1,980	276 38	6 41
Monroe	1	6	8	47	1,960	.....	157 28	94 42	213 80	104	1,163	12,202	1,069 33	1,460 24
Montcalm	2	10	8	136	2,854	.....	186 30	192 33	450 67	63	983	7,777	440 58	698 93
Montmorency	.....	5	2	.....	172	.....	.....	8 00	39 71	2	48	487	.....	.....
Muskegon	1	4	12	58	5,092	150 00	204 98	362 28	455 47	45	3,410	44,275	8,505 31	3,940 28
Newaygo	1	8	13	173	3,095	.....	22 73	191 14	150 46	86	778	5,962	930 83	105 62
Oakland	5	18	2	117	2,250	.....	90 74	109 40	.....	106	931	15,223	1,202 77	787 83
Oceana	.....	.....	16	365	7,643	60 00	142 29	565 41	574 52	53	264	4,031	378 16	50 69
Ogemaw	1	7	4	204	2,238	100 00	211 65	231 27	276 11	14	326	612	456 53	40 18
Ontonagon	1	8	.....	.....	.....	.....	.....	.....	.....	2	26	1,314	.....	3 50
Osceola	2	5	9	136	4,198	2 75	46 21	254 72	149 94	42	843	4,493	350 59	73 46
Oscoda	.....	2	1	.....	478	.....	.....	20 00	88	4	15	321	15 00	11 22
Otsego	.....	4	5	202	2,725	.....	519 30	336 64	814 51	23	166	1,959	49 61	420 93
Ottawa	1	3	11	363	6,310	.....	309 48	319 12	480 89	63	844	8,976	884 30	410 92

TABLE VI.—CONCLUDED.

Counties.	Ordinary expenditures for maintaining the schools.							Paid on indebtedness (principal).	Amount on hand Sept. 5, 1904.	Total expenditures, including amount on hand and paid on indebtedness.
	Paid men teachers.	Paid women teachers.	Paid for building, repairs and site.	Paid for books and care of library.	Paid interest on loans.	Paid for all other purposes.	Total net expenses.[9]			
Gladwin	$2,005 00	$12,331 95	$3,598 19	$483 98	$223 55	$4,528 53	$23,171 20	$508 01	$12,690 30	$36,369 51
Gogebic	8,474 08	52,615 88	33,033 67	1,186 18	2,889 98	44,300 53	142,500 32	4,500 00	27,044 31	174,044 63
Grand Traverse	6,886 25	38,330 00	3,958 37	43 70	1,170 09	15,520 34	65,908 75	7,250 45	33,849 84	107,009 04
Gratiot	17,177 66	42,568 95	9,985 63	444 59	1,482 94	19,010 45	90,670 22	3,213 16	22,956 54	116,839 92
Hillsdale	19,195 74	43,105 86	20,309 47	733 51	843 81	17,855 98	102,044 37	10,600 71	27,795 56	140,440 64
Houghton	37,635 00	182,424 17	77,554 75	3,022 40	4,547 16	102,680 14	407,863 62	41,245 25	180,710 10	629,818 97
Huron	22,141 00	33,742 16	5,284 92	179 87	2,166 80	16,284 83	79,799 58	10,745 90	36,089 38	126,634 86
Ingham	18,765 90	72,393 76	15,747 95	4,327 86	1,850 38	32,420 46	145,506 31	12,903 67	53,745 77	212,155 75
Ionia	13,671 00	59,227 05	14,462 00	349 42	714 57	19,738 99	108,163 03	5,719 86	35,953 59	149,836 48
Iosco	4,344 75	14,256 75	3,683 87	74 25	52 00	6,334 29	28,745 91	150 00	21,791 46	50,687 37
Iron	6,124 75	24,858 50	20,811 39	501 04	950 67	13,389 20	66,635 55	2,000 00	51,831 70	120,467 25
Isabella	11,235 65	27,934 57	9,804 94	176 19	875 42	11,295 35	61,322 12	2,435 57	30,045 66	93,803 35
Jackson	22,138 50	81,349 18	34,419 58	478 35	1,123 29	31,166 48	170,675 38	5,589 52	21,575 43	197,840 33
Kalamazoo	23,129 22	87,294 81	32,181 44	5,767 80	589 45	38,714 89	187,677 61	29,884 06	38,788 22	256,349 89
Kalkaska	3,672 00	13,914 86	18,472 99	268 87	523 08	6,533 77	43,385 57	1,289 73	11,077 32	55,752 62
Kent	38,760 09	320,573 77	25,407 97	13,039 25	806 63	123,460 05	522,047 76	20,750 62	141,793 85	684,592 23
Keweenaw	5,700 00	4,315 00	2,946 84	75 00	.....	3,556 47	16,593 31	.....	12,193 54	28,786 85
Lake	2,650 50	8,402 75	1,536 86	5 00	44 00	2,375 93	15,015 04	1,266 82	8,223 31	24,505 17
Lapeer	12,586 75	42,993 65	6,662 16	369 37	407 12	13,584 59	76,603 64	4,623 07	23,862 48	105,089 19
Leelanau	7,344 00	12,675 25	2,482 74	1 25	177 71	4,415 93	27,096 88	1,755 03	8,665 42	37,517 33
Lenawee	24,518 00	75,648 11	18,459 73	3,300 83	164 48	23,234 17	145,305 32	2,920 59	42,330 49	190,556 40
Livingston	11,243 87	31,442 71	5,747 72	624 12	69 08	10,870 98	59,998 48	747 79	15,392 91	76,139 18
Luce	2,530 00	8,550 25	6,297 47	559 72	.....	6,174 84	24,112 28	80 40	7,624 28	31,816 96
Mackinac	3,505 50	17,298 60	4,370 25	182 00	946 15	9,538 88	35,841 38	1,280 68	7,604 84	44,726 90
Macomb	19,167 25	42,252 05	8,334 54	1,937 59	1,397 27	21,363 68	94,452 38	6,928 26	42,402 09	143,782 73
Manistee	8,755 00	53,415 46	9,268 59	811 81	949 78	18,254 36	91,455 00	4,135 01	27,665 67	123,255 68
Marquette	23,720 00	109,329 68	12,827 63	991 35	7,503 74	76,667 56	231,039 96	11,450 00	68,383 28	310,873 24
Mason	8,315 00	34,325 25	19,553 50	493 24	959 50	12,144 66	75,791 15	3,840 00	9,849 38	89,480 53
Mecosta	7,005 30	33,863 67	6,344 53	1,020 23	254 22	10,931 06	59,419 01	1,706 78	28,826 83	89,952 62
Menominee	12,168 75	52,476 76	29,517 29	410 14	3,350 93	17,882 93	115,806 80	8,646 09	29,410 76	153,863 65
Midland	4,087 00	24,358 05	3,736 62	245 50	411 37	8,675 12	41,513 66	2,047 10	21,660 48	65,221 24
Missaukee	5,985 75	16,183 80	6,106 84	276 38	449 55	6,206 07	35,208 39	2,138 15	14,944 54	52,291 08
Monroe	15,167 25	38,170 25	10,577 29	1,069 33	527 99	13,799 64	79,311 75	1,943 00	22,396 57	103,651 32
Montcalm	16,972 53	46,722 62	3,981 73	440 58	949 51	18,333 70	87,400 67	2,223 00	30,786 88	120,410 55
Montmorency	2,879 00	6,228 00	2,014 39	.....	.....	2,937 34	14,058 73	.....	9,537 36	23,596 09

TABLE X.

Branches of instruction as reported by school inspectors for the year ending September 5, 1904.

Counties.	Number of districts in which instruction is given in—													
	Algebra.	Arithmetic.	Botany.	Civil Government.	General History.	Geography.	Geometry.	Grammar.	Orthography.	Penmanship.	Physics.	Physiology.	Reading.	U. S. History.
Totals.....	1,510	6,953	755	5,492	1,520	6,948	588	6,891	4,130	5,275	633	6,716	6,966	6,701
Alcona.....	9	31	2	21	11	31	2	27	17	28	2	28	32	29
Alger.....	5	6	2	7	3	7	2	8	6	7	2	7	7	7
Allegan.....	34	182	12	170	38	183	12	178	113	151	14	181	181	181
Alpena.....	2	17	2	10	3	17	2	14	9	13	1	15	17	12
Antrim.....	12	71	6	48	14	69	7	65	44	44	7	63	69	62
Arenac.....	11	36	9	32	13	37	3	34	19	28	3	35	36	35
Baraga.....	4	5	2	5	3	5	2	5	4	4	3	5	5	5
Barry.....	24	43	8	117	28	142	6	141	46	79	6	135	140	138
Bay.....	12	69	6	59	26	65	5	67	34	58	6	68	69	55
Benzie.....	8	51	6	32	9	52	7	50	28	26	6	48	52	48
Berrien.....	42	137	22	124	27	145	19	141	123	99	20	140	140	141
Branch.....	21	127	6	83	15	123	5	123	45	115	6	121	121	121
Calhoun.....	44	164	10	138	45	161	9	159	109	118	9	152	163	136
Cass.....	25	110	8	81	17	107	5	110	66	92	7	109	109	107
Charlevoix.....	12	66	31	43	19	62	51	62	37	55	7	61	61	59
Cheboygan.....	11	57	7	41	7	56	4	56	49	46	5	54	56	54
Chippewa.....	5	49	3	39	10	50	1	48	32	47	3	47	49	50
Clare.....	8	54	4	40	13	47	4	52	33	38	4	49	53	43
Clinton.....	20	130	9	123	16	128	3	128	72	93	9	120	125	123
Crawford.....	2	22	2	13	5	20	1	21	10	19	3	18	20	17
Delta.....	8	30	5	16	9	28	3	25	23	27	3	28	30	24
Dickinson.....	3	8	3	8	4	8	3	8	6	7	2	7	8	8
Eaton.....	24	144	9	107	20	136	11	143	80	83	9	127	143	140
Emmet.....	29	71	5	37	7	71	4	69	33	54	3	69	70	63
Genesee.....	50	156	16	129	34	153	13	156	93	112	17	148	153	154
Gladwin.....	9	39	5	33	7	39	5	37	19	30	6	37	38	38
Gogebic.....	3	6	2	4	5	6	3	6	6	6	1	5	6	5
Grand Traverse.	12	63	6	46	16	64	2	59	46	50	2	58	64	56
Gratiot.....	20	129	11	110	30	130	5	128	87	89	11	124	130	123
Hillsdale.....	30	158	19	115	27	158	12	146	61	129	18	151	157	145
Houghton.....	22	35	10	27	15	31	12	36	27	30	12	31	33	31
Huron.....	27	114	18	102	33	112	12	112	63	96	13	111	113	111
Ingham.....	27	136	9	112	23	135	6	135	76	96	6	126	135	123
Ionia.....	20	140	15	96	27	141	17	136	47	96	12	130	140	141
Iosco.....	8	27	5	23	11	27	4	26	14	21	4	28	28	25
Iron.....	5	8	3	6	4	8	2	8	6	7	2	8	8	8
Isabella.....	12	101	7	87	33	96	4	99	50	64	5	91	99	94
Jackson.....	41	145	13	117	31	147	12	150	94	135	11	141	150	144
Kalamazoo.....	44	135	25	101	34	135	9	137	82	109	12	130	133	126
Kalkaska.....	10	42	4	37	8	48	2	41	34	35	2	48	48	38
Kent.....	58	200	32	176	34	198	11	192	176	154	16	197	196	190
Keweenaw.....	1	5	.....	5	1	5	1	5	5	5	.....	4	5	4
Lake.....	5	38	3	27	11	39	3	36	21	20	5	38	40	34
Lapeer.....	29	132	14	106	28	129	12	128	77	86	14	126	123	129
Leelanau.....	9	57	4	45	11	57	5	51	36	43	5	53	56	56
Lenawee.....	55	186	18	161	34	192	12	196	128	158	16	191	194	189
Livingston.....	49	133	6	109	30	123	6	128	72	107	8	115	119	129
Luce.....	2	4	2	3	2	4	1	4	3	4	1	4	4	4
Mackinac.....	4	13	3	13	7	13	3	13	11	13	2	13	13	13
Macomb.....	24	121	15	91	26	107	9	109	59	91	13	108	112	109

TABLE X.—CONCLUDED.

Counties.	Number of districts in which instruction is given in—													
	Algebra.	Arithmetic.	Botany.	Civil Government.	General History.	Geography.	Geometry.	Grammar.	Orthography.	Penmanship.	Physics.	Physiology.	Reading.	U. S. History.
Manistee	11	63	4	45	14	60	3	58	36	43	3	58	62	56
Marquette	12	21	6	17	8	21	6	21	19	20	7	21	21	21
Mason	6	63	7	52	10	59	4	62	35	43	4	59	60	58
Mecosta	16	104	10	85	27	103	3	101	58	50	3	99	103	97
Menominee	7	36	8	22	13	37	7	36	20	26	5	36	37	33
Midland	12	75	9	59	26	70	4	70	46	54	3	69	71	68
Missaukee	6	57	5	40	21	57	3	55	29	39	7	59	55	49
Monroe	20	134	9	115	35	127	6	127	63	79	9	122	131	127
Montcalm	17	140	15	105	32	138	16	134	56	102	17	133	136	136
Montmorency	2	8	2	7	2	8	2	8	5	6	2	8	7	8
Muskegon	17	82	11	63	21	86	6	82	59	57	10	76	79	73
Newaygo	16	117	8	88	19	109	6	113	36	64	4	115	115	107
Oakland	56	198	19	122	40	197	17	196	79	158	17	183	199	190
Oceana	9	87	7	64	11	87	6	85	48	47	9	84	84	80
Ogemaw	6	41	4	13	10	39	4	40	20	27	6	37	39	48
Ontonagon	6	9	4	7	4	9	4	9	8	9	3	8	9	8
Osceola	14	93	8	75	13	93	7	93	57	67	6	93	91	93
Oscoda	10	13	1	12	5	12	1	12	10	14	.....	13	13	12
Otsego	8	35	4	20	13	32	2	33	17	27	3	34	35	33
Ottawa	25	123	15	95	29	120	9	122	90	96	10	131	133	128
Presque Isle	8	32	7	21	16	31	3	32	17	27	6	28	32	31
Roscommon	2	13	2	7	6	10	.....	11	7	10	2	12	13	9
Saginaw	35	159	13	139	43	158	16	155	102	115	13	152	155	149
St. Clair	34	147	13	125	19	155	8	154	111	135	9	151	153	146
St. Joseph	24	122	9	96	15	119	8	122	79	110	12	116	119	116
Sanilac	39	162	19	139	27	152	6	153	122	121	13	151	153	151
Schoolcraft	3	9	2	8	3	9	2	8	7	9	3	7	9	8
Shiawassee	27	116	22	25	28	114	19	112	71	84	20	105	111	110
Tuscola	30	144	21	131	31	143	14	140	66	109	13	142	146	146
Van Buren	28	153	13	125	17	152	11	150	106	102	14	143	152	149
Washtenaw	26	162	9	132	31	159	12	160	85	132	16	146	160	152
Wayne	39	154	19	107	35	152	16	150	81	129	16	145	151	149
Wexford	8	78	6	56	12	80	2	79	54	47	4	77	79	77

TABLE XI.

Private or parochial schools for the year ending September 5, 1904.

Counties.	Number of private schools.	Number of parochial schools.	Number of teachers.		Estimated number of pupils.
			Men.	Women.	
Totals	146	397	368	938	55,065
Alcona	.....	.....	.....	.....	.....
Alger	1	.....	.....	1	3
Allegan	3	4	.....	2	140
Alpena	.....	6	.....	.....	.....
Antrim	.....	.....	.....	.....	.....
Arenac	.....	1	1	.....	12
Baraga	.....	.....	.....	.....	.....
Barry	.....	1	.....	1	6
Bay	3	18	20	63	4,000
Benzie	2	.....	1	1	45
Berrien	2	7	20	23	827
Branch	.....	1	.....	4	275
Calhoun	2	5	3	9	300
Cass	.....	8	1	8	135
Charlevoix	1	.....	1	1	30
Cheboygan	3	8	2	12	609
Chippewa	2	2	.....	8	400
Clare	.....	1	1	.....	15
Clinton	.....	13	2	21	914
Crawford	.....	.....	.....	.....	.....
Delta	.....	2	.....	13	695
Dickinson	.....	1	.....	3	200
Eaton	.....	1	.....	1	19
Emmet	1	3	1	17	275
Genesee	1	1	3	8	230
Gladwin	.....	.....	.....	.....	.....
Gogebic	.....	1	.....	12	500
Grand Traverse	.....	1	.....	9	350
Gratiot	.....	.....	.....	.....	.....
Hillsdale	1	2	1	2	34
Houghton	.....	12	2	57	2,559
Huron	2	9	10	4	2,081
Ingham	.....	12	7	11	744
Ionia	.....	2	.....	6	335
Iosco	.....	2	2	.....	120
Iron	.....	.....	.....	.....	.....
Isabella	.....	2	.....	10	377
Jackson	.....	4	4	.....	10
Kalamazoo	.....	4	3	18	650
Kalkaska	.....	1	.....	1	12
Kent	8	19	9	91	4,408
Keweenaw	.....	.....	.....	.....	.....
Lake	.....	.....	.....	.....	.....
Lapeer	.....	1	1	.....	7
Leelanau	1	4	1	8	425
Lenawee	1	9	10	8	566
Livingston	.....	.....	.....	.....	.....
Luce	.....	.....	.....	.....	.....
Mackinac	.....	1	.....	7	75
Macomb	3	19	12	21	1,395
Manistee	1	8	7	14	1,458
Marquette	.....	4	.....	24	1,150
Mason	1	6	7	10	576
Mecosta	3	10	5	15	589
Menominee	.....	3	1	13	682
Midland	1	.....	.....	1	22
Missaukee	.....	.....	.....	.....	.....
Monroe	.....	14	11	25	1,115
Montcalm	.....	2	2	25	40
Montmorency	.....	1	1	.....	34
Muskegon	.....	1	1	.....	20
Newaygo	.....	.....	.....	.....	.....
Oakland	.....	2	2	4	300
Oceana	1	6	4	3	320
Ogemaw	.....	.....	.....	.....	.....
Ontonagon	.....	.....	.....	.....	.....
Osceola	.....	2	2	.....	110
Oscoda	.....	.....	.....	.....	.....
Otsego	.....	1	1	.....	60
Ottawa	3	5	4	8	595
Presque Isle	3	9	9	3	287
Roscommon	.....	.....	.....	.....	.....
Saginaw	10	25	48	28	1,545
St. Clair	8	13	9	23	1,826
St. Joseph	.....	2	2	.....	46
Sanilac	1	1	2	.....	52
Schoolcraft	.....	1	.....	4	212
Shiawassee	.....	.....	.....	.....	.....
Tuscola	1	8	8	2	357
Van Buren	2	3	4	2	89
Washtenaw	6	9	13	17	836
Wayne	68	72	107	255	18,864
Wexford	.....	1	.....	1	12

TABLE XII.

Examination and certification of teachers as reported by the county commissioner for the year ending June 30, 1904.

Counties.	Number of public examinations held.	Number of applicants for regular certificates.	Number of applicants for special certificates.	Number of applicants receiving certificates.					Number licensed without experience in teaching.	Number of applicants having received normal school instruction.	Number of applicants having attended institute during the year.	Number of teachers holding state certificates.	Number of teachers holding State normal college certificates.	Number of teachers holding central normal school certificates.	Number of teachers holding northern normal school certificates.	Number holding certificates issued by county board of examiners.	Number holding certificates issued by city board of education.	Number of legally qualified teachers in the county including city teachers.	Number of certificates suspended.	Number of certificates annulled.	Number of districts hiring teachers by the year.	Number of new teachers added to teaching force during year.
				County first grade.	Indorsed first grade.	Second grade.	Third grade.	Special.														
Totals	313	10,871	1,429	86	50	1,843	4,234	1,165	1,964	662	3,537	607	869	352	57	9,726	2,135	15,715	1	2	5,651	2,423
Alcona	4	45	2	2	2	5	20	1	9	.....	25	5	.....	.....	.....	37	.....	*37	.....	.....	.....	6
Alger	4	20	4	.....	.....	8	10	4	7	8	9	1	2	.....	.....	*40	.....	42	.....	.....	.....	.....
Allegan	4	280	53	1	1	33	134	45	50	3	.....	13	16	7	.....	280	.....	312	.....	.....	136	*23
Alpena	3	58	7	.....	.....	12	19	7	7	1	28	1	.....	.....	.....	49	47	96	.....	.....	.....	12
Antrim	4	65	8	1	1	8	23	8	9	2	19	9	27	7	.....	72	.....	115	.....	.....	17	23
Arenac	5	40	7	.....	.....	7	10	5	5	5	.....	4	1	1	1	74	1	65	.....	.....	.....	*12
Baraga	3	32	5	.....	.....	2	12	5	6	.....	.....	5	2	2	.....	25	.....	34	.....	.....	5	6
Barry	4	239	24	.....	.....	36	74	24	25	8	96	16	10	2	.....	151	4	171	.....	.....	32	8
Bay	4	94	14	1	1	18	28	14	15	6	29	4	1	4	.....	85	103	252	.....	.....	42	18
Benzie	3	64	26	.....	.....	18	19	24	5	2	32	18	7	6	.....	37	.....	93	.....	.....	6	12
Berrien	4	258	16	.....	2	44	80	16	14	22	.....	13	.....	.....	.....	176	3	*300	.....	.....	143	*130
Branch	4	170	59	.....	.....	30	59	38	24	5	95	2	36	4	.....	159	11	210	.....	.....	72	30
Calhoun	4	269	40	3	.....	56	107	31	60	9	86	10	20	1	.....	250	*150	*420	.....	.....	131	*35
Cass	4	185	14	1	1	27	72	14	1	4	56	28	8	3	.....	149	15	192	.....	.....	*36	41
Charlevoix	4	74	9	2	2	23	34	9	8	5	14	12	6	18	.....	63	.....	99	.....	.....	37	23
Cheboygan	3	83	35	.....	.....	2	38	23	17	3	20	3	6	2	.....	76	*20	107	.....	.....	62	32
Chippewa	4	74	15	4	.....	16	20	26	23	7	60	2	15	6	2	76	19	136	.....	.....	*26	*15
Clare	4	81	21	.....	1	4	23	12	12	4	30	3	3	5	.....	42	.....	50	.....	.....	*25	*25
Clinton	4	150	35	.....	.....	33	47	29	28	13	60	1	8	12	.....	149	.....	*200	.....	.....	*73	*30
Crawford	4	25	12	.....	.....	4	11	7	8	.....	.....	2	.....	.....	.....	34	.....	34	.....	.....	3	8
Delta	3	94	10	.....	.....	27	40	10	15	12	40	4	7	3	4	87	32	137	.....	.....	45	*25
Dickinson	2	19	11	.....	.....	3	14	11	.....	4	25	10	4	2	4	17	52	117	.....	.....	6	.....
Eaton	4	199	20	.....	.....	27	84	20	27	8	74	19	27	17	.....	157	12	232	.....	.....	.....	*120
Emmet	4	88	10	.....	.....	9	40	16	10	2	25	6	18	2	.....	100	11	137	.....	.....	.....	.....
Genesee	4	230	*30	6	3	27	132	21	66	20	*78	3	*20	*5	.....	137	*40	294	.....	.....	*120	*40

Gladwin	2	51	6	....	....	8	16	5	5	.....	15	4	2	2	.....	48	.....	52	....	....	*25	*8
Gogebic	2	19	.....	....	....	2	16	.....	3	2	18	.....	1	1	2	22	49	113	....	....	5	3
Grand Traverse	4	60	16	....	....	7	24	14	10	2	8	.....	2	3	.....	100	*11	141	....	1	*40	*20
Gratiot	4	181	*40	1	1	25	52	26	28	9	28	12	9	26	.....	142	15	204	....	....	80	35
Hillsdale	4	262	28	....	....	41	94	18	56	2	44	7	15	.....	.....	250	12	290	....	....	*100	50
Houghton	3	79	50	4	....	66	67	45	28	30	80	21	60	4	6	172	.....	350	....	....	26	25
Huron	3	213	26	....	....	22	44	26	19	3	53	4	17	10	1	126	.....	158	....	....	115	20
Ingham	4	230	23	2	2	33	54	22	28	18	101	7	12	2	0	174	78	273	....	....	50	*30
Ionia	4	152	28	1	1	17	91	28	47	8	41	*11	17	3	.....	250	21	302	....	....	70	46
Iosco	4	55	5	....	....	13	8	4	1	5	21	5	5	1	.....	37	.....	59	....	....	22	21
Iron	4	59	4	....	....	8	15	4	4	5	21	24	11	3	3	31	.....	65	....	....	7	*25
Isabella	4	145	10	1	....	7	39	7	20	2	45	.....	2	65	.....	73	4	156	....	....	*65	30
Jackson	4	252	15	2	1	27	76	14	38	*35	95	1	10	4	.....	105	.....	237	....	....	153	*100
Kalamazoo	4	189	17	1	....	29	75	14	40	9	70	3	36	2	1	191	*90	320	....	....	120	40
Kalkaska	4	69	19	....	....	6	27	9	1	2	36	13	3	8	.....	62	.....	73	....	....	*24	*20
Kent	4	295	15	4	2	44	92	12	72	4	56	13	8	.....	.....	309	390	699	....	1	*150	35
Keweenaw	2	8	2	....	1	2	6	2	3	2	5	2	1	.....	.....	16	.....	19	....	....	5	2
Lake	4	41	6	....	....	9	20	6	10	.....	15	2	.....	.....	.....	.....	.....	53	....	....	3	10
Lapeer	4	146	32	3	1	32	82	12	35	10	90	4	5	1	.....	167	17	207	....	....	125	*35
Leelanau	4	62	13	1	....	17	39	9	21	17	42	3	2	4	.....	55	.....	78	....	....	.....	21
Lenawee	4	276	40	1	....	49	130	33	66	6	98	18	18	1	.....	268	44	349	....	....	141	80
Livingston	4	215	6	....	....	28	109	6	46	32	106	1	22	1	.....	137	.....	297	....	....	97	46
Luce	4	21	9	....	....	9	13	7	5	.....	14	.....	.....	.....	.....	28	.....	33	....	....	9	*6
Mackinac	3	41	25	....	....	6	22	18	9	1	16	1	.....	.....	.....	34	1	56	....	....	50	9
Macomb	4	268	5	2	....	25	27	5	21	2	40	.....	19	2	.....	165	32	197	....	....	110	20
Manistee	2	90	10	4	3	22	38	7	19	6	51	10	7	6	.....	94	65	172	....	....	*707	23
Marquette	2	38	6	....	....	7	23	6	15	29	28	.....	10	.....	20	50	154	234	....	....	21	30
Mason	4	99	2	....	....	11	46	2	19	14	45	7	2	3	.....	104	44	155	....	....	*45	*35
Mecosta	4	196	18	5	4	16	57	18	31	.....	.....	4	.....	.....	.....	108	*30	138	....	....	*25	*15
Menominee	3	130	20	....	....	31	53	15	20	19	58	3	1	1	3	102	58	169	....	....	33	25
Midland	4	189	19	....	....	19	40	9	26	10	50	16	1	8	.....	81	7	104	....	....	*60	*25
Missaukee	7	90	*10	1	1	15	30	5	15	5	15	6	1	4	.....	*80	.....	86	....	....	*4	14
Monroe	4	169	20	1	1	50	49	18	26	12	85	15	9	.....	.....	187	11	214	1	....	119	*30
Montcalm	4	246	21	1	1	22	101	21	37	8	42	14	4	7	.....	124	20	228	....	....	22	37
Montmorency	4	40	10	....	....	3	27	3	10	.....	33	1	2	1	.....	34	.....	.....	....	....	20	*9
Muskegon	4	104	8	....	....	8	57	5	32	.....	.....	7	3	.....	.....	150	*100	260	....	....	60	25
Newaygo	4	155	40	1	....	41	69	33	45	12	52	1	6	5	0	113	.....	127	....	....	53	*50
Oakland	4	256	21	....	....	59	113	16	50	18	76	18	35	1	.....	295	20	369	....	....	200	50
Oceana	4	139	15	....	....	14	57	15	16	2	35	*12	5	1	.....	*160	.....	*175	....	....	34	*15
Ogemaw	3	46	5	1	1	17	16	3	7	1	30	.....	.....	.....	.....	47	.....	49	....	....	30	7
Ontonagon	4	49	10	....	....	15	17	5	3	13	25	3	6	.....	3	48	.....	70	....	....	38	22
Osceola	3	138	11	2	2	26	50	11	30	2	34	5	11	15	.....	119	.....	150	....	....	64	30
Oscoda	4	14	3	....	....	5	6	3	4	1	10	.....	1	.....	.....	16	.....	18	....	....	*14	4
Otsego	4	53	17	....	....	13	16	15	6	5	20	3	5	4	.....	34	.....	43	....	....	5	12
Ottawa	4	161	20	1	1	34	81	12	49	4	80	18	8	.....	.....	260	*50	328	....	....	*116	*40

*Estimated.

TABLE X.—Concluded.

Counties.	Number of districts in which instruction is given in—													
	Algebra.	Arithmetic.	Botany.	Civil Government.	General History.	Geography.	Geometry.	Grammar.	Orthography.	Penmanship.	Physics.	Physiology.	Reading.	U. S. History.
Manistee	11	63	4	45	14	60	3	58	36	43	3	58	62	56
Marquette	12	21	6	17	8	21	6	21	19	20	7	21	21	21
Mason	6	63	7	52	10	59	4	62	35	43	4	59	60	58
Mecosta	16	104	10	85	27	103	3	101	58	50	3	99	103	97
Menominee	7	36	8	22	13	37	7	36	20	26	5	36	37	33
Midland	12	75	9	59	26	70	4	70	46	54	3	69	71	68
Missaukee	6	57	5	40	21	57	3	55	29	39	7	59	55	49
Monroe	20	134	9	115	35	127	6	127	63	79	9	122	131	127
Montcalm	17	140	15	105	32	138	16	134	56	102	17	133	136	136
Montmorency	2	8	2	7	2	8	2	8	5	6	2	8	7	8
Muskegon	17	82	11	63	21	86	6	82	59	57	10	76	79	73
Newaygo	16	117	8	88	19	109	6	113	36	64	4	115	115	107
Oakland	56	198	19	122	40	197	17	196	79	158	17	183	199	190
Oceana	9	87	7	64	11	87	6	85	48	47	9	84	84	80
Ogemaw	6	41	4	13	10	39	4	40	20	27	6	37	39	48
Ontonagon	6	9	4	7	4	9	4	9	8	9	3	8	9	8
Osceola	14	93	8	75	13	93	7	93	57	67	6	93	91	93
Oscoda	10	13	1	12	5	12	1	12	10	11	.....	13	13	12
Otsego	8	35	4	20	13	32	2	33	17	27	3	34	35	33
Ottawa	25	123	15	95	29	120	9	122	90	96	10	131	133	128
Presque Isle	8	32	7	21	16	31	3	32	17	27	6	28	32	31
Roscommon	2	13	2	7	6	10	.....	11	7	10	2	12	13	9
Saginaw	35	159	13	139	43	158	16	155	102	115	13	152	155	149
St. Clair	34	147	13	125	19	155	8	154	111	135	9	151	153	146
St. Joseph	24	122	9	96	15	119	8	122	79	110	12	116	119	116
Sanilac	39	162	19	139	27	152	6	153	122	121	13	151	153	151
Schoolcraft	3	9	2	8	3	9	2	8	7	9	3	7	9	8
Shiawassee	27	116	22	25	28	114	19	112	71	84	20	105	111	110
Tuscola	30	144	21	131	31	143	14	140	66	109	13	142	146	146
Van Buren	28	153	13	125	17	152	11	150	106	102	14	143	152	149
Washtenaw	26	162	9	132	31	159	12	160	85	132	16	146	160	152
Wayne	39	154	19	107	35	152	16	150	81	129	16	145	151	149
Wexford	8	78	6	56	12	80	2	79	51	47	4	77	79	77

TABLE XI.

Private or parochial schools for the year ending September 5, 1904.

Counties.	Number of private schools.	Number of parochial schools.	Number of teachers.		Estimated number of pupils.
			Men.	Women.	
Totals	146	397	368	938	55,065
Alcona	.....	.....	.....	.....	.....
Alger	1	.....	.....	1	3
Allegan	3	4	.....	2	140
Alpena	.....	6	.....	.....	.....
Antrim	.....	.....	.....	.....	.....
Arenac	.....	1	1	.....	12
Baraga	.....	.....	.....	.....	.....
Barry	.....	1	.....	1	6
Bay	3	18	20	63	4,000
Benzie	2	.....	1	1	45
Berrien	2	7	20	23	827
Branch	.....	1	.....	4	275
Calhoun	2	5	3	9	390
Cass	.....	8	1	8	135
Charlevoix	1	.....	1	1	30
Cheboygan	3	8	2	12	609
Chippewa	2	2	.....	8	400
Clare	.....	1	1	.....	15
Clinton	.....	13	2	21	914
Crawford	.....	.....	.....	.....	.....
Delta	.....	2	.....	13	695
Dickinson	.....	1	.....	3	200
Eaton	.....	1	.....	1	19
Emmet	1	3	1	17	275
Genesee	1	1	3	8	230
Gladwin	.....	.....	.....	.....	.....
Gogebic	.....	1	.....	12	500
Grand Traverse	.....	1	.....	9	350
Gratiot	.....	.....	.....	.....	.....
Hillsdale	1	2	1	2	34
Houghton	.....	12	2	57	2,559
Huron	2	9	10	4	2,081
Ingham	.....	12	7	11	744
Ionia	.....	2	.....	6	335
Iosco	.....	2	2	.....	120
Iron	.....	.....	.....	.....	.....
Isabella	.....	2	.....	10	377
Jackson	.....	4	4	.....	10
Kalamazoo	.....	4	3	18	650
Kalkaska	.....	1	.....	1	12
Kent	8	19	9	91	4,408
Keweenaw	.....	.....	.....	.....	.....
Lake	.....	.....	.....	.....	.....
Lapeer	.....	1	1	.....	7
Leelanau	1	4	1	8	425
Lenawee	1	9	10	8	566
Livingston	.....	.....	.....	.....	.....
Luce	.....	.....	.....	.....	.....
Mackinac	.....	1	.....	7	75
Macomb	3	19	12	21	1,395
Manistee	1	8	7	14	1,458
Marquette	.....	4	.....	24	1,150
Mason	1	6	7	10	576
Mecosta	3	10	5	15	589
Menominee	.....	3	1	13	682
Midland	1	.....	.....	1	22
Missaukee	.....	.....	.....	.....	.....
Monroe	.....	14	11	25	1,115
Montcalm	.....	2	2	25	40
Montmorency	.....	1	1	.....	34
Muskegon	.....	1	1	.....	20
Newaygo	.....	.....	.....	.....	.....
Oakland	.....	2	2	4	300
Oceana	1	6	4	3	320
Ogemaw	.....	.....	.....	.....	.....
Ontonagon	.....	.....	.....	.....	.....
Osceola	.....	2	2	.....	110
Oscoda	.....	.....	.....	.....	.....
Otsego	.....	1	1	.....	60
Ottawa	3	5	4	8	505
Presque Isle	3	9	9	3	287
Roscommon	.....	.....	.....	.....	.....
Saginaw	10	25	48	28	1,545
St. Clair	8	13	9	23	1,826
St. Joseph	.....	2	2	.....	46
Sanilac	1	1	2	.....	52
Schoolcraft	.....	1	.....	4	212
Shiawassee	.....	.....	.....	.....	.....
Tuscola	1	8	8	2	357
Van Buren	2	3	4	2	89
Washtenaw	6	9	13	17	836
Wayne	68	72	107	255	18,864
Wexford	.....	1	.....	1	12

TABLE XII.

Examination and certification of teachers as reported by the county commissioner for the year ending June 30, 1904.

Counties.	Number of public examinations held.	Number of applicants for regular certificates.	Number of applicants for special certificates.	Number of applicants receiving certificates.					Number licensed without experience in teaching.	Number of applicants having received normal school instruction.	Number of applicants having attended institute during the year.	Number of teachers holding state certificates.	Number of teachers holding State normal college certificates.	Number of teachers holding central normal school certificates.	Number of teachers holding northern normal school certificates.	Number holding certificates issued by county board of examiners.	Number holding certificates issued by city board of education.	Number of legally qualified teachers in the county including city teachers.	Number of certificates suspended.	Number of certificates annulled.	Number of districts hiring teachers by the year.	Number of new teachers added to teaching force during year.
				County first grade.	Indorsed first grade.	Second grade.	Third grade.	Special.														
Totals	313	10,871	1,429	86	50	1,843	4,234	1,165	1,964	662	3,537	607	869	352	57	9,726	2,135	15,715	1	2	5,651	2,423
Alcona	4	45	2	2	2	5	20	1	9	.....	25	5	.....	.....	.....	37	.....	37	.....	.....	32	6
Alger	4	20	4	.....	.....	8	10	4	7	8	9	1	2	.....	.....	*40	.....	*42	.....	.....	35	.....
Allegan	4	280	53	1	1	33	134	45	50	3	.....	13	16	7	.....	280	.....	312	.....	.....	150	*35
Alpena	3	58	7	.....	.....	12	19	7	7	1	28	1	.....	.....	.....	49	47	96	.....	.....	1	20
Antrim	4	65	8	1	1	8	23	8	9	2	19	9	27	7	.....	72	.....	115	.....	.....	17	28
Arenac	5	40	7	.....	.....	7	10	5	5	5	.....	4	1	1	1	74	1	65	.....	.....	30	*12
Baraga	3	32	5	.....	.....	2	12	5	6	.....	.....	5	2	2	.....	25	.....	34	.....	.....	5	9
Barry	4	239	24	.....	.....	36	74	24	25	8	96	16	10	2	.....	151	4	171	.....	.....	99	36
Bay	4	94	14	1	1	18	28	14	15	6	29	4	1	4	.....	85	163	252	.....	.....	64	18
Benzie	3	64	26	.....	.....	18	19	24	5	2	32	18	7	6	.....	37	.....	93	.....	.....	6	12
Berrien	4	258	16	.....	2	44	80	16	14	22	.....	13	.....	.....	.....	176	3	*300	.....	.....	143	*150
Branch	4	170	59	.....	.....	30	59	38	24	5	95	2	36	4	.....	159	11	210	.....	.....	75	30
Calhoun	4	249	40	3	.....	56	107	31	60	9	86	10	20	1	.....	250	*150	*429	.....	.....	131	*55
Cass	4	185	14	1	1	27	72	14	1	4	56	28	8	3	.....	149	13	192	.....	.....	*80	41
Charlevoix	4	74	9	2	2	23	34	9	8	5	14	12	6	18	.....	63	.....	99	.....	.....	37	23
Cheboygan	3	83	35	.....	.....	2	38	23	17	3	20	3	6	2	.....	76	20	107	.....	.....	62	32
Chippewa	4	74	15	4	.....	16	20	26	23	7	60	2	15	6	2	76	19	136	.....	.....	76	*15
Clare	4	81	21	.....	1	4	23	12	12	4	36	3	3	5	.....	42	.....	56	.....	.....	*15	*25
Clinton	4	150	35	.....	.....	33	47	29	28	13	60	1	8	12	.....	149	.....	*200	.....	.....	*75	30
Crawford	4	25	12	.....	.....	4	11	7	8	.....	.....	2	.....	.....	.....	34	.....	34	.....	.....	3	*8
Delta	3	94	10	.....	.....	27	40	10	15	12	40	4	7	3	4	87	32	137	.....	.....	45	*25
Dickinson	2	19	11	.....	.....	3	14	11	.....	4	25	10	4	2	4	17	52	117	.....	.....	6	.....
Eaton	4	199	20	.....	.....	27	84	20	27	8	74	19	27	17	.....	157	12	232	.....	.....	.....	*120
Emmet	4	88	10	.....	.....	9	40	16	10	2	25	6	18	2	.....	100	11	137	.....	.....	.....	.....
Genesee	4	230	*30	6	3	27	132	21	66	20	*78	3	*20	*5	.....	137	*40	294	.....	.....	*120	*40

TABLE XIV.

Condition of schools and school houses as reported by the county commissioner of schools for the year ending June 30, 1904.

Counties.	Number of schools supplied with dictionaries.	Number of schools supplied with maps.	Number of schools supplied with globes.	Number of schoolhouses properly heated and ventilated.	Number of schools having uniform text-books in each branch.	Number of schools having a prescribed course of study.	Number of schools properly classified.	Number of schools in which physiology, etc., is taught.	Number of districts that have adopted text-books in physiology.	Number of districts that have taught communicable diseases according to law.	Number of townships organized as township districts.	Number of districts furnishing free text-books.	Number of pupils in 8th grade exclusive of graded schools.	Number of 8th grade diplomas granted.
Totals.....	6,909	6,563	5,984	3,404	5,808	2,935	5,765	7,255	6,498	5,586	149	821	10,863	3,414
Alcona.....	34	32	30	20	32	.....	32	32	32	10	2	9	*75	6
Alger.....	35	35	*20	*20	30	35	30	35	.....	35	7	35	*18	34
Allegan.....	171	175	162	.....	145	.....	100	*100	184	*75	.....	9	265	24
Alpena.....	50	40	40	.....	.....	14	.....	*12	.....	*12	17	.....	20	.....
Antrim.....	72	68	67	65	72	20	35	72	72	60	.....	10	20	12
Arenac.....	36	34	35	.....	.....	7	*36	36	36	*30	.....	7	65	19
Baraga.....	18	18	18	*18	18	2	18	18	18	18	5	5	9	2
Barry.....	*140	*130	*120	125	130	*100	100	143	143	143	.....	4	249	27
Bay.....	60	58	63	40	55	66	50	66	66	66	1	20	190	61
Benzie.....	50	50	45	*15	50	6	40	52	52	45	.....	3	25	5
Berrien.....	150	142	*103	10	*140	*140	*140	143	143	.....	.....	8	.....	142
Branch.....	85	71	62	24	93	6	*83	108	127	*70	.....	1	97	14
Calhoun.....	155	150	140	*80	*150	*15	*150	*164	*164	*164	.....	8	*160	87
Cass.....	99	95	93	65	89	100	110	111	111	111	.....	.....	240	25
Charlevoix.....	68	40	52	*10	68	3	*45	68	68	.....	.....	7	25	10
Cheboygan.....	63	65	50	55	60	11	62	65	60	.....	3	27	*50	28
Chippewa.....	50	58	47	.....	12	16	5	76	76	*70	8	21	32	15
Clare.....	33	35	33	.....	.....	3	.....	.....	.....	.....	.....	15	*24	.....
Clinton.....	129	125	101	*75	100	129	*129	129	129	129	.....	.....	200	43
Crawford.....	21	16	13	*20	3	1	10	24	24	4	.....	5	4	1
Delta.....	38	50	45	48	60	2	48	60	60	60	7	5	*25	18
Dickinson.....	6	6	6	6	6	6	6	6	6	6	6	6	15	6
Eaton.....	100	100	100	.....	137	137	137	137	137	137	.....	3	154	.....
Emmet.....	*65	*60	*50	.....	74	.....	.....	74	.....	.....	.....	.....	.....	50
Genesee.....	*150	*146	*125	*100	*50	*10	*140	*150	*125	*50	.....	2	*200	71
Gladwin.....	*35	*30	*30	*30	*30	*5	*30	*35	*35	*30	2	*10	*60	24
Gogebic.....	26	26	26	20	26	1	26	26	5	5	5	5	8	5
Grand Traverse.	63	60	60	18	66	7	60	66	66	66	1	15	94	7
Gratiot.....	130	115	112	5	120	30	125	133	133	133	.....	3	*400	63
Hillsdale.....	150	148	112	*100	*130	*100	*140	163	140	163	.....	.....	130	47
Houghton.....	36	36	29	36	20	10	28	26	18	25	11	10	30	10
Huron.....	106	108	104	12	105	*100	112	115	115	*100	.....	23	*250	105
Ingham.....	128	104	90	5	78	10	15	136	136	136	.....	.....	400	32
Ionia.....	100	80	50	.....	.....	.....	.....	140	140	*8	.....	.....	120	18
Iosco.....	25	18	19	10	16	4	15	25	25	25	1	9	42	6
Iron.....	23	24	*18	20	*15	3	21	25	7	*19	8	4	*30	.....
Isabella.....	*101	*95	*100	75	80	*94	75	103	*100	*80	.....	5	120	48
Jackson.....	*125	112	69	*100	*75	*50	100	156	140	.....	.....	8	188	101
Kalamazoo.....	120	110	100	20	100	.....	125	138	138	*100	.....	4	241	113
Kalkaska.....	*50	*42	*45	3	*47	*5	47	*50	*50	40	.....	*25	*100	29
Kent.....	225	200	190	123	164	10	*200	205	205	205	.....	9	288	193
Keweenaw.....	7	7	7	2	.....	.....	6	8	.....	.....	3	.....	18	10
Lake.....	38	39	38	1	3	20	45	45	40	45	.....	8	40	10
Lapeer.....	*90	*100	*60	*70	*100	*20	80	134	134	134	.....	1	178	76
Leelanau.....	52	48	51	*6	53	7	*40	58	59	*59	.....	7	42	34
Lenawee.....	186	181	175	110	190	*145	180	190	190	*130	.....	2	*525	80
Livingston.....	101	93	83	115	135	112	112	135	135	*65	16	.....	76	66
Luce.....	15	15	15	10	7	4	*6	15	5	*10	4	15	.....	13
Mackinac.....	43	40	24	10	.....	31	14	48	24	31	10	4	24	.....
Macomb.....	92	88	88	115	90	100	110	113	113	113	.....	.....	4	.....

*Estimated.

TABLE XII.—CONCLUDED.

Counties.	Number of public examinations held.	Number of applicants for regular certificates.	Number of applicants for special certificates.	Number of applicants receiving certificates.					Number licensed without experience in teaching.	Number of applicants having received normal school instruction.	Number of applicants having attended institute during the year.	Number of teachers holding state certificates.	Number of teachers holding State normal college certificates.	Number of teachers holding central normal school certificates.	Number of teachers holding northern normal school certificates.	Number holding certificates issued by county board of examiners.	Number holding certificates issued by city board of education.	Number of legally qualified teachers in the county including city teachers.	Number of certificates suspended.	Number of certificates annulled.	Number of districts hiring teachers by the year.	Number of new teachers added to teaching force during year.
				County first grade.	Indorsed first grade.	Second grade.	Third grade.	Special.														
Presque Isle	3	40	4	....	....	4	10	5	5	2	14	2	.....	1	.....	14	.....	40	....	....	.....	.....
Roscommon	4	9	3	....	....	2	5	3	1	.....	2	.....	3	1	.....	8	.....	16	....	....	1	.....
Saginaw	4	237	3	1	....	43	82	9	40	8	47	14	5	4	.....	233	245	508	....	....	125	35
St. Clair	4	177	17	0	....	29	55	9	50	11	104	4	23	8	*.....	216	80	296	....	....	130	60
St. Joseph	4	142	15	....	....	43	61	13	33	15	73	6	15	.....	.....	185	24	233	....	....	97	*35
Sanilac	4	252	16	6	0	43	87	16	43	9	104	32	16	4	.....	188	.....	298	....	....	150	*30
Schoolcraft	5	32	4	....	....	6	18	2	6	9	20	2	12	2	6	26	29	45	....	....	8	6
Shiawassee	4	146	34	1	....	30	58	34	25	18	80	8	14	9	1	190	21	235	....	....	35	45
Tuscola	4	251	11	4	1	54	148	11	60	14	46	17	10	.....	.....	202	.....	*220	....	....	*50	*30
Van Buren	4	236	39	....	....	41	66	25	31	16	32	14	11	2	.....	186	22	235	....	....	*110	*40
Washtenaw	4	239	20	4	4	47	133	10	65	24	53	.....	43	.....	.....	194	73	327	....	....	129	65
Wayne	4	223	20	9	1	40	93	20	54	13	90	13	79	3	.....	246	.....	1,411	....	....	153	29
Wexford	4	160	30	....	1	22	48	27	24	3	38	2	.....	10	.....	115	38	163	....	....	81	25

*Estimated.

TABLE XIII.

Miscellaneous statistics as reported by the county commissioner of schools for the year ending June 30, 1904.

Counties.	Number of meetings of county teachers' associations.	Number of other teachers' meetings.	Number of days devoted to meetings of county board.	Amount allowed by board of supervisors for stationery, etc.	Amount of compensation received by members of the board other than the commissioner.	Salary of the commissioner.	Amount of institute fees collected.	Number of districts visited by the commissioner during the year.	Number of visits made by commissioner and assistant visitor during the year.	Number of districts in which the compulsory attendance law is enforced.
Totals....	162	463	923	$11,341 42	$20,159 17	$73,675 00	$10,331 50	7,113	10,629	3,848
Alcona	2	2	10	*$60 00	$84 00	$300 00	$29 50	33	36	32
Alger	1	.....	4	.....	*75 00	300 00	27 50	35	50	.....
Allegan	4	3	20	200 00	407 00	1,200 00	206 50	153	164	.....
Alpena	.....	.....	30	200 00	200 00	550 00	54 50	40	.....	.....
Antrim	3	.....	4	200 00	.....	1,000 00	.....	72	120	72
Arenac	3	25	15	2 00	120 00	500 00	36 00	36	60	*30
Baraga	.....	10	4	11 70	108 00	500 00	13 00	4	19	*4
Barry	1	2	12	154 76	288 00	1,200 00	158 50	129	156	143
Bay	3	.....	6	200 00	308 00	1,200 00	167 50	66	86	2
Benzie	2	1	8	*125 00	*150 00	500 00	52 00	52	70	45
Berrien	1	20	16	200 00	375 00	1,200 00	184 50	143	210	*140
Branch	3	2	4	*120 00	231 50	1,200 00	147 00	127	262	*40
Calhoun	3	88	14	200 00	294 00	1,500 00	228 00	164	246	*60
Cass	2	.....	5	142 25	491 00	1,000 00	137 50	111	116	110
Charlevoix	.....	.....	14	100 00	150 00	600 00	63 50	68	70	3
Cheboygan	2	2	10	56 80	142 00	800 00	63 00	59	64	.....
Chippewa	1	.....	4	200 00	194 00	800 00	74 50	46	54	.....
Clare	2	1	4	*60 00	*106 00	500 00	55 00	47	62	.....
Clinton	7	.....	28	200 00	247 50	1,200 00	143 00	129	200	*129
Crawford	.....	*13	5	10 56	28 00	200 00	21 50	14	14	*24
Delta	.....	.....	10	72 00	178 50	1,000 00	78 50	53	78	10
Dickinson	.....	1	4	125 00	40 00	1,200 00	63 50	6	150	5
Eaton	1	2	14	200 00	156 67	1,200 00	194 50	137	250	137
Emmet	1	1	.....	.....	.....	800 00	57 50	73	150	*60
Genesee	1	3	10	*200 00	500 00	1,200 00	259 00	140	175	*6
Gladwin	2	.....	2	*75 00	165 00	300 00	23 00	34	34	*10
Gogebic	.....	20	6	50 00	48 00	450 00	55 00	5	27	5
Gd. Traverse	.....	*12	8	50 00	210 00	600 00	71 50	67	70	1
Gratiot	2	16	4	100 00	253 00	1,200 00	134 00	133	275	*130
Hillsdale	3	20	4	200 00	252 00	1,200 00	215 50	162	190	163
Houghton	.....	1	3	75 00	180 00	800 00	245 50	26	36	6
Huron	4	.....	3	200 00	234 00	1,100 00	175 50	114	120	12
Ingham	1	5	46	160 84	344 00	1,350 00	142 50	135	186	.....
Ionia	1	5	4	233 50	296 00	1,200 00	210 00	129	146	.....
Iosco	2	.....	12	60 00	124 00	250 00	.....	16	18	*6
Iron	*8	1	3	30 00	*96 00	600 00	38 50	23	26	3
Isabella	1	.....	5	134 89	351 50	1,000 00	158 50	102	131	*40
Jackson	1	3	5	197 40	468 00	1,200 00	204 50	155	324	9
Kalamazoo	2	20	5	200 00	296 00	1,200 00	171 00	137	219	*138
Kalkaska	1	2	4	200 00	100 00	600 00	48 50	50	93	.....
Kent	5	6	40	200 00	1,142 00	1,500 00	493 00	112	128	.....
Keweenaw	.....	.....	5	20 00	40 00	125 00	16 00	8	8	2
Lake	.....	.....	24	.....	192 00	600 00	37 00	45	45	.....
Lapeer	3	.....	14	102 27	404 00	1,200 00	118 50	134	176	*80
Leelanau	3	.....	5	17 43	200 00	600 00	47 00	58	124	*50
Lenawee	3	32	12	207 39	344 00	1,200 00	240 00	150	166	*185
Livingston	3	.....	4	87 22	212 00	1,200 00	177 00	135	161	*110
Luce	1	.....	15	*10 00	*140 00	200 00	19 50	13	16	*4
Mackinac	3	4	15	100 00	161 00	500 00	38 50	39	50	30
Macomb	6	.....	6	66 98	328 00	1,100 00	107 00	113	124	4

*Estimated.

TABLE XIII.—CONCLUDED.

Counties.	Number of meetings of county teachers' associations.	Number of other teachers' meetings.	Number of days devoted to meetings of county board.	Amount allowed by board of supervisors for stationery, etc.	Amount of compensation received by members of the board other than the commissioner.	Salary of the commissioner.	Amount of institute fees collected.	Number of districts visited by the commissioner during the year.	Number of visits made by commissioner and assistant visitor during the year.	Number of districts in which the compulsory attendance law is enforced.
Manistee	3	3	2	$200 00	$200 00	$750 00	$42 50	70	170	*50
Marquette	.....	8	2	242 18	88 00	1,500 00	138 00	21	200	10
Mason	1	12	13	161 50	245 00	700 00	97 50	64	115	45
Mecosta	.....	2	14	200 00	316 00	1,000 00	152 50	104	123	104
Menominee	1	.....	12	100 00	64 00	1,200 00	116 00	75	118	10
Midland	1	12	4	*150 00	96 00	600 00	61 00	80	137	*10
Missaukee	2	.....	12	50 00	96 00	600 00	.....	52	60	.....
Monroe	3	.....	81	290 00	324 00	1,200 00	180 00	136	160	*25
Montcalm	2	.....	12	200 00	400 00	1,200 00	124 50	139	218	*65
Montmorency	.....	2	8	.....	128 00	300 00	20 00	30	55	10
Muskegon	3	10	3	*100 00	443 00	1,200 00	153 50	93	*225	*20
Newaygo	2	1	12	170 53	327 00	1,000 00	112 50	115	147	*100
Oakland	3	.....	7	275 00	340 00	1,200 00	219 00	205	245	205
Oceana	3	*20	13	35 92	393 00	750 00	118 00	88	129	89
Ogemaw	1	.....	.....	.....	108 00	500 00	51 50	43	75	.....
Ontonagon	.....	2	20	82 18	144 00	400 00	52 00	8	20	*20
Osceola	.....	1	3	200 00	228 00	1,000 00	121 50	93	135	93
Oscoda	.....	.....	12	43 09	96 00	200 00	*12 00	18	24	2
Otsego	2	2	45	100 00	180 00	500 00	39 00	36	50	10
Ottawa	14	2	5	200 00	300 00	1,000 00	159 00	121	140	*20
Presque Isle	2	1	12	200 00	140 00	500 00	22 00	50	90	56
Roscommon	.....	.....	12	10 00	96 00	200 00	11 50	7	8	.....
Saginaw	3	40	16	200 00	600 00	1,200 00	268 00	157	274	*125
St. Clair	2	.....	4	200 00	360 00	1,500 00	196 00	152	176	*100
St. Joseph	1	1	4	172 50	178 50	1,200 00	156 00	123	259	123
Sanilac	2	.....	18	200 00	772 00	1,300 00	201 00	150	230	*125
Schoolcraft	.....	4	5	200 00	32 00	500 00	30 50	28	112	20
Shiawassee	4	.....	4	200 00	324 00	1,200 00	182 00	124	137	40
Tuscola	1	.....	4	200 00	*250 00	1,200 00	228 00	149	160	5
Van Buren	1	11	4	181 57	312 00	1,200 00	200 00	152	247	131
Washtenaw	2	.....	10	350 00	288 00	1,200 00	283 50	164	191	*160
Wayne	3	2	25	218 96	600 00	2,000 00	730 50	153	360	35
Wexford	2	4	15	200 00	236 00	750 00	110 00	81	84	.....

*Estimated.

TABLE XIV.

Condition of schools and school houses as reported by the county commissioner of schools for the year ending June 30, 1904.

Counties.	Number of schools supplied with dictionaries.	Number of schools supplied with maps.	Number of schools supplied with globes.	Number of schoolhouses properly heated and ventilated.	Number of schools having uniform text-books in each branch.	Number of schools having a prescribed course of study.	Number of schools properly classified.	Number of schools in which physiology, etc., is taught.	Number of districts that have adopted text-books in physiology.	Number of districts that have taught communicable diseases according to law.	Number of townships organized as township districts.	Number of districts furnishing free text-books.	Number of pupils in 8th grade exclusive of graded schools.	Number of 8th grade diplomas granted.
Totals	6,909	6,563	5,984	3,404	5,808	2,935	5,765	7,255	6,498	5,586	149	821	10,863	3,414
Alcona	34	32	30	20	32	.....	32	32	32	10	2	9	*75	6
Alger	35	35	*20	*20	30	35	30	35	.....	35	7	35	*18	34
Allegan	171	175	162	.....	145	.....	100	*100	184	*75	.....	9	265	24
Alpena	50	40	40	.....	.....	14	.....	*12	.....	*12	17	.....	20	.....
Antrim	72	68	67	65	72	20	35	72	72	60	.....	10	20	12
Arenac	36	34	35	.....	.....	7	*36	36	36	*30	.....	7	65	19
Baraga	18	18	18	*18	18	2	18	18	18	18	5	5	9	2
Barry	*140	*130	*120	125	130	*100	100	143	143	143	.....	4	249	27
Bay	60	58	63	40	55	66	50	66	66	66	1	20	190	61
Benzie	50	50	45	*15	50	6	40	52	52	45	.....	3	25	5
Berrien	150	142	*103	10	*140	*140	*140	143	143	.....	.....	8	.....	142
Branch	85	71	62	24	93	6	*83	108	127	*70	.....	1	97	14
Calhoun	155	150	140	*80	*150	*15	*150	*164	*164	*164	.....	8	*160	87
Cass	99	95	93	65	89	100	110	111	111	111	.....	.....	240	25
Charlevoix	68	40	52	*10	68	3	*45	68	68	.....	.....	7	25	10
Cheboygan	63	65	50	55	60	11	62	65	60	.....	3	27	*50	28
Chippewa	50	58	47	.....	12	16	5	76	76	*70	8	21	32	15
Clare	33	35	33	.....	.....	3	.....	.....	.....	.....	.....	15	*24	.....
Clinton	129	125	101	*75	100	129	*129	129	129	129	.....	.....	200	43
Crawford	21	16	13	*20	3	1	10	24	24	4	.....	5	4	1
Delta	38	50	45	48	60	2	48	60	60	60	7	5	*25	18
Dickinson	6	6	6	6	6	6	6	6	6	6	6	6	15	6
Eaton	100	100	100	.....	137	137	137	137	137	137	.....	3	154	.....
Emmet	*65	*60	*50	.....	74	.....	.....	74	.....	.....	.....	.....	.....	50
Genesee	*150	*146	*125	*100	*50	*10	*140	*150	*125	*50	.....	2	*200	71
Gladwin	*35	*30	*30	*30	*30	*5	*30	*35	*35	*30	2	*10	*60	24
Gogebic	26	26	26	20	26	1	26	26	5	5	5	5	8	5
Grand Traverse	63	60	60	18	66	7	60	66	66	66	1	15	94	7
Gratiot	130	115	112	5	120	30	125	133	133	133	.....	3	*400	63
Hillsdale	150	148	112	*100	*130	*100	*140	163	140	163	.....	.....	130	47
Houghton	36	36	29	36	20	10	28	26	18	25	11	10	30	10
Huron	106	108	104	12	105	*100	112	115	115	*100	.....	23	*250	105
Ingham	128	104	90	5	78	10	15	136	136	136	.....	.....	400	32
Ionia	100	80	50	.....	.....	.....	.....	140	140	*8	.....	.....	120	18
Iosco	25	18	19	10	16	4	15	25	25	25	1	9	42	6
Iron	23	24	*18	20	*15	3	21	25	7	*19	8	4	*30	.....
Isabella	*101	*95	*100	75	80	*94	75	103	*100	*80	.....	5	120	48
Jackson	*125	112	69	*100	*75	*50	100	156	140	.....	.....	8	188	101
Kalamazoo	120	110	100	20	100	.....	125	138	138	*100	.....	4	241	113
Kalkaska	*50	*42	*45	3	*47	*5	47	*50	*50	40	.....	*25	*100	29
Kent	225	200	190	123	164	10	*200	205	205	205	.....	9	288	193
Keweenaw	7	7	7	2	.....	.....	6	8	.....	.....	3	.....	18	10
Lake	38	39	38	1	3	20	45	45	40	45	.....	8	40	10
Lapeer	*90	*100	*60	*70	*100	*20	80	134	134	134	.....	1	178	76
Leelanau	52	48	51	*6	53	7	*40	58	59	*59	.....	7	42	34
Lenawee	186	181	175	110	190	*145	180	190	190	*130	.....	2	*525	80
Livingston	101	93	83	115	135	112	112	135	135	*65	16	.....	76	66
Luce	15	15	15	10	7	4	*6	15	5	*10	4	15	.....	13
Mackinac	43	40	24	10	.....	31	14	48	24	31	10	4	24	.....
Macomb	92	88	88	115	90	100	110	113	113	113	.....	.....	4	.....

*Estimated.

TABLE XIII.—CONCLUDED.

Counties.	Number of meetings of county teachers' associations.	Number of other teachers' meetings.	Number of days devoted to meetings of county board.	Amount allowed by board of supervisors for stationery, etc.	Amount of compensation received by members of the board other than the commissioner.	Salary of the commissioner.	Amount of institute fees collected.	Number of districts visited by the commissioner during the year.	Number of visits made by commissioner and assistant visitor during the year.	Number of districts in which the compulsory attendance law is enforced.
Manistee	3	3	2	$200 00	$200 00	$750 00	$82 50	70	170	*50
Marquette	.....	8	2	242 18	88 00	1,500 00	138 00	21	200	10
Mason	1	12	13	161 50	245 00	700 00	97 50	64	115	45
Mecosta	.....	2	14	200 00	316 00	1,000 00	152 50	104	123	104
Menominee	1	.....	12	100 00	64 00	1,200 00	116 00	75	118	10
Midland	1	12	4	*150 00	96 00	600 00	61 00	80	137	*10
Missaukee	2	.....	12	50 00	96 00	600 00	.....	52	60	.....
Monroe	3	.....	81	290 00	324 00	1,200 00	180 00	136	160	*25
Montcalm	2	.....	12	200 00	400 00	1,200 00	124 50	139	218	*65
Montmorency	.....	2	8	.....	128 00	300 00	20 00	30	55	10
Muskegon	3	10	3	*100 00	443 00	1,200 00	153 50	93	*225	*20
Newaygo	2	1	12	170 53	327 00	1,000 00	112 50	115	147	*100
Oakland	3	.....	7	275 00	340 00	1,200 00	219 00	205	245	205
Oceana	3	*20	13	35 92	393 00	750 00	118 00	88	129	89
Ogemaw	1	.....	.....	.....	108 00	500 00	51 50	43	75	.....
Ontonagon	.....	2	20	82 18	144 00	400 00	52 00	8	20	*20
Osceola	.....	1	3	200 00	228 00	1,000 00	121 50	93	135	93
Oscoda	.....	.....	12	43 09	96 00	200 00	*12 00	18	24	2
Otsego	2	2	45	100 00	180 00	500 00	39 00	36	50	10
Ottawa	14	2	5	200 00	300 00	1,000 00	159 00	121	140	*20
Presque Isle	2	1	12	200 00	140 00	500 00	22 00	50	90	56
Roscommon	.....	.....	12	10 00	96 00	200 00	11 50	7	8	.....
Saginaw	3	40	16	200 00	600 00	1,200 00	268 00	157	274	*125
St. Clair	2	.....	4	200 00	360 00	1,500 00	196 00	152	176	*100
St. Joseph	1	1	4	172 50	178 50	1,200 00	156 00	123	259	123
Sanilac	2	.....	18	200 00	772 00	1,300 00	201 00	150	230	*125
Schoolcraft	.....	4	5	200 00	32 00	500 00	30 50	28	112	20
Shiawassee	4	.....	4	200 00	324 00	1,200 00	182 00	124	137	40
Tuscola	1	.....	4	200 00	*250 00	1,200 00	228 00	149	160	5
Van Buren	1	11	4	181 57	312 00	1,200 00	200 00	152	247	131
Washtenaw	2	.....	10	350 00	288 00	1,200 00	283 50	164	191	*160
Wayne	3	2	25	218 96	600 00	2,000 00	730 50	153	360	35
Wexford	2	4	15	200 00	236 00	750 00	110 00	81	84	.....

*Estimated.

TABLE XIV.

Condition of schools and school houses as reported by the county commissioner of schools for the year ending June 30, 1904.

Counties.	Number of schools supplied with dictionaries.	Number of schools supplied with maps.	Number of schools supplied with globes.	Number of schoolhouses properly heated and ventilated.	Number of schools having uniform text-books in each branch.	Number of schools having a prescribed course of study.	Number of schools properly classified.	Number of schools in which physiology, etc., is taught.	Number of districts that have adopted text-books in physiology.	Number of districts that have taught communicable diseases according to law.	Number of townships organized as township districts.	Number of districts furnishing free text-books.	Number of pupils in 8th grade exclusive of graded schools.	Number of 8th grade diplomas granted.
Totals	6,909	6,563	5,984	3,404	5;808	2,935	5,765	7,255	6,498	5,586	149	821	10,863	3,414
Alcona	34	32	30	20	32	.....	32	32	32	10	2	9	*75	6
Alger	35	35	*20	*20	30	35	30	35	.....	35	7	35	*18	34
Allegan	171	175	162	.....	145	.....	100	*100	184	*75	.....	9	265	24
Alpena	50	40	40	.....	.....	14	.....	*12	.....	*12	17	.....	20	.....
Antrim	72	68	67	65	72	20	35	72	72	60	.....	10	20	12
Arenac	36	34	35	.....	.....	7	*36	36	36	*30	.....	7	65	19
Baraga	18	18	18	*18	18	2	18	18	18	18	5	5	9	2
Barry	*140	*130	*120	125	130	*100	100	143	143	143	.....	4	249	27
Bay	60	58	63	40	55	66	50	66	66	66	1	20	190	61
Benzie	50	50	45	*15	50	6	40	52	52	45	.....	3	25	5
Berrien	150	142	*103	10	*140	*140	*140	143	143	.....	.....	8	.....	142
Branch	85	71	62	24	93	6	*83	108	127	*70	.....	1	97	14
Calhoun	155	150	140	*80	*150	*15	*150	*104	*164	*164	.....	8	*160	87
Cass	99	95	93	65	89	100	110	111	111	111	.....	.....	240	25
Charlevoix	68	40	52	*10	68	3	*45	68	68	.....	.....	7	25	10
Cheboygan	63	65	50	55	60	11	62	65	60	.....	3	27	*50	28
Chippewa	50	58	47	.....	12	16	5	76	76	*70	8	21	32	15
Clare	33	35	33	.....	.....	3	.....	.....	.....	.....	.....	15	*24	.....
Clinton	129	125	101	*75	100	129	*129	129	129	129	.....	.....	200	43
Crawford	21	16	13	*20	3	1	10	24	24	4	.....	5	4	1
Delta	38	50	45	48	60	2	48	60	60	60	7	5	*25	18
Dickinson	6	6	6	6	6	6	6	6	6	6	6	6	15	6
Eaton	100	100	100	.....	137	137	137	137	137	137	.....	3	154	.....
Emmet	*65	*60	*50	.....	74	.....	.....	74	.....	.....	.....	.....	.....	50
Genesee	*150	*146	*125	*100	*50	*10	*140	*150	*125	*50	.....	2	*200	71
Gladwin	*35	*30	*30	*30	*30	*5	*30	*35	*35	*30	2	*10	*60	24
Gogebic	26	26	26	20	26	1	26	26	5	5	5	5	8	5
Grand Traverse	63	60	60	18	66	7	60	66	66	66	1	15	94	7
Gratiot	130	115	112	5	120	30	125	133	133	133	.....	3	*400	63
Hillsdale	150	148	112	*100	*130	*100	*140	163	140	163	.....	.....	130	47
Houghton	36	36	29	36	20	10	28	26	18	25	11	10	30	10
Huron	106	108	104	12	105	*100	112	115	115	*100	.....	23	*250	105
Ingham	128	104	90	5	78	10	15	136	136	136	.....	.....	400	32
Ionia	100	80	50	.....	.....	.....	.....	140	140	*8	.....	.....	120	18
Iosco	25	18	19	10	16	4	15	25	25	25	1	9	42	6
Iron	23	24	*18	20	*15	3	21	25	7	*19	8	4	*30	.....
Isabella	*101	*95	*100	75	80	*94	75	103	*100	*80	.....	5	120	48
Jackson	*125	112	69	*100	*75	*50	100	156	140	.....	.....	8	188	101
Kalamazoo	120	110	100	20	100	.....	125	138	138	*100	.....	4	241	113
Kalkaska	*50	*42	*45	3	*47	*5	47	*50	*50	40	.....	*25	*100	29
Kent	225	200	190	123	164	10	*200	205	205	205	.....	9	288	193
Keweenaw	7	7	7	2	.....	.....	6	8	.....	.....	3	.....	18	10
Lake	38	39	38	1	3	20	45	45	40	45	.....	8	40	10
Lapeer	*90	*100	*60	*70	*100	*20	80	134	134	134	.....	1	178	76
Leelanau	52	48	51	*6	53	7	*40	58	59	*59	.....	7	42	34
Lenawee	186	181	175	110	190	*145	180	190	190	*130	.....	2	*525	80
Livingston	101	93	83	115	135	112	112	135	135	*65	16	.....	76	66
Luce	15	15	15	10	7	4	*6	15	5	*10	4	15	.....	13
Mackinac	43	40	24	10	.....	31	14	48	24	31	10	4	24	.....
Macomb	92	88	88	115	90	100	110	113	113	113	.....	.....	4	.....

*Estimated.

TABLE X.—CONCLUDED.

Counties.	Number of districts in which instruction is given in—													
	Algebra.	Arithmetic.	Botany.	Civil Government.	General History.	Geography.	Geometry.	Grammar.	Orthography.	Penmanship.	Physics.	Physiology.	Reading.	U. S. History.
Manistee	11	63	4	45	14	60	3	58	36	43	3	58	62	56
Marquette	12	21	6	17	8	21	6	21	19	20	7	21	21	21
Mason	6	63	7	52	10	59	4	62	35	43	4	59	60	58
Mecosta	16	104	10	85	27	103	3	101	58	50	3	99	103	97
Menominee	7	36	8	22	13	37	7	36	20	26	5	36	37	33
Midland	12	75	9	59	26	70	4	70	46	54	3	69	71	68
Missaukee	6	57	5	40	21	57	3	55	29	39	7	59	55	49
Monroe	20	134	9	115	35	127	6	127	63	79	9	122	131	127
Montcalm	17	140	15	105	32	138	16	134	56	102	17	133	136	136
Montmorency	2	8	2	7	2	8	2	8	5	6	2	8	7	8
Muskegon	17	82	11	63	21	86	6	82	59	57	10	76	79	73
Newaygo	16	117	8	88	19	109	6	113	36	64	4	115	115	107
Oakland	56	198	19	122	40	197	17	196	79	158	17	183	199	190
Oceana	9	87	7	64	11	87	6	85	48	47	9	84	84	80
Ogemaw	6	41	4	13	10	39	4	40	20	27	6	37	39	48
Ontonagon	6	9	4	7	4	9	4	9	8	9	3	8	9	8
Osceola	14	93	8	75	13	93	7	93	57	67	6	93	91	93
Oscoda	10	13	1	12	5	12	1	12	10	14	.....	13	13	12
Otsego	8	35	4	20	13	32	2	33	17	27	3	34	35	33
Ottawa	25	123	15	95	29	120	9	122	90	96	10	131	133	128
Presque Isle	8	32	7	21	16	31	3	32	17	27	6	28	32	31
Roscommon	2	13	2	7	6	10	.....	11	7	10	2	12	13	9
Saginaw	35	159	13	139	43	158	16	155	102	115	13	152	155	149
St. Clair	34	147	13	125	19	155	8	154	111	135	9	151	153	146
St. Joseph	24	122	9	96	15	119	8	122	79	110	12	116	119	116
Sanilac	39	162	19	139	27	152	6	153	122	121	13	151	153	151
Schoolcraft	3	9	2	8	3	9	2	8	7	9	3	7	9	8
Shiawassee	27	116	22	25	28	114	19	112	71	84	20	105	111	110
Tuscola	30	144	21	131	31	143	14	140	66	109	13	142	146	146
Van Buren	28	153	13	125	17	152	11	150	106	102	14	143	152	149
Washtenaw	26	162	9	132	31	159	12	160	85	132	16	146	160	152
Wayne	39	154	19	107	35	152	16	150	81	129	16	145	151	149
Wexford	8	78	6	56	12	80	2	79	54	47	4	77	79	77

TABLE XI.

Private or parochial schools for the year ending September 5, 1904.

Counties.	Number of private schools.	Number of parochial schools.	Number of teachers.		Estimated number of pupils.
			Men.	Women.	
Totals	146	397	368	938	55,065
Alcona					
Alger	1			1	3
Allegan	3	4		2	140
Alpena		6			
Antrim					
Arenac		1	1		12
Baraga					
Barry		1		1	6
Bay	3	18	20	63	4,000
Benzie	2		1	1	45
Berrien	2	7	20	23	827
Branch		1		4	275
Calhoun	2	5	3	9	390
Cass		8	1	8	135
Charlevoix	1		1	1	30
Cheboygan	3	8	2	12	609
Chippewa	2	2		8	400
Clare		1	1		15
Clinton		13	2	21	914
Crawford					
Delta		2		13	665
Dickinson		1		3	200
Eaton		1		1	19
Emmet	1	3	1	17	275
Genesee	1	1	3	8	230
Gladwin					
Gogebic		1		12	500
Grand Traverse		1		9	350
Gratiot					
Hillsdale	1	2	1	2	34
Houghton		12	2	57	2,559
Huron	2	9	10	4	2,081
Ingham		12	7	11	744
Ionia		2		6	335
Iosco		2	2		120
Iron					
Isabella		2		10	377
Jackson		4	4		10
Kalamazoo		4	3	18	650
Kalkaska		1		1	12
Kent	8	19	9	91	4,408
Keweenaw					
Lake					
Lapeer		1	1		7
Leelanau	1	4	1	8	425
Lenawee	1	9	10	8	566
Livingston					
Luce					
Mackinac		1		7	75
Macomb	3	19	12	21	1,395
Manistee	1	8	7	14	1,458
Marquette		4		24	1,150
Mason	1	6	7	10	576
Mecosta	3	10	5	15	589
Menominee		3	1	13	682
Midland	1			1	22
Missaukee					
Monroe		14	11	25	1,115
Montcalm		2	2	25	40
Montmorency		1	1		34
Muskegon		1	1		20
Newaygo					
Oakland		2	2	4	300
Oceana	1	6	4	3	320
Ogemaw					
Ontonagon					
Osceola		2	2		110
Oscoda					
Otsego		1	1		60
Ottawa	3	5	4	8	595
Presque Isle	3	9	9	3	287
Roscommon					
Saginaw	10	25	48	28	1,545
St. Clair	8	13	9	23	1,826
St. Joseph		2	2		46
Sanilac	1	1	2		52
Schoolcraft		1		4	212
Shiawassee					
Tuscola	1	8	8	2	357
Van Buren	2	3	4	2	89
Washtenaw	6	9	13	17	836
Wayne	68	72	107	255	18,864
Wexford		1		1	12

TABLE XVI.

Graded school statistics compiled from inspectors'

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of day's school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Totals		423,061	278,816	108,077	80	$19,694,872	$2,936,889 27	958	6,536
Acme	Grand Traverse	105	87	180	66	$1,000			2
Ada	Kent	112	119	180	78	1,200		1	2
Addison	Lenawee	188	164	176	80	2,000	$183 68	2	4
Adrian	Lenawee	2,599	2,000	195	92	150,000	4,000 00	4	43
Alabaster	Iosco	164	99	180	75	2,500			2
Alanson	Emmet	187	162	180	62	3,500	225 00	1	3
Alba	Antrim	179	174	200	78	6,000	800 00	1	3
Albert Tp	Montmorency	282	254	140	77	6,000		2	7
Albion	Calhoun	1,475	1,064	190	92	65,000	1,000 00	4	24
Alden	Antrim	168	127	178	64	4,000	1,500 00	1	2
Algonac	St. Clair	491	365	180	69	13,000	2,600 00	1	7
Allegan	Allegan	735	640	190	93	50,000	7,000 00	4	17
Alma	Gratiot	614	754	200	93	35,000	2,000 00	2	14
Almont	Lapeer	232	186	198	90	13,500		1	8
Alpena	Alpena	4,197	1,948	188	94	89,000		3	41
Ann Arbor	Washtenaw	3,242	2,249	188	95	300,000	46,800 00	10	65
Applegate	Sanilac	92	60	200	46	1,500			1
Arcadia	Manistee	176	99	180	60	2,000		1	1
Armada	Macomb	260	189	180	94	1,200	1,600 00	1	5
Ashley	Gratiot	202	157	180	66	2,500		1	2
Athens	Calhoun	178	140	180	88	3,500		2	3
Atlantic Mine	Houghton	2,013	1,413	200	91	70,000	10,574 91	6	22
Attica	Lapeer	108	73	200	77	1,200		1	1
Au Gres	Arenac	175	122	185	62	3,000	2,314 55	1	1
Augusta	Kalamazoo	182	136	180	87	7,000		1	5
Au Sable	Iosco	567	432	180	88	7,000		2	7
Bad Axe	Huron	533	443	189	88	22,000	6,000 00	1	11
Bainbridge	Berrien	122	82	160	79	2,000		1	1
Baldwin	Lake	148	117	200	77	1,200	1,271 50	1	2
Bancroft	Shiawassee	164	98	200	96	6,000		1	4
Bangor	Van Buren	384	329	190	93	25,000	13,500 00	3	6
Baraga	Baraga	953	559	200	90	16,000		2	10
Baroda	Berrien	173	136	160	72	6,000		1	2
Barryton	Mecosta	176	120	190	76	6,000	3,000 00	1	1
Bath	Clinton	84	76	180	71	2,000		1	1
Battle Creek	Calhoun	4,734	3,974	190	95	350,000		10	88
Bay City	Bay	9,443	4,565	200	98	326,500		9	118
Bay Port	Huron	106	107	200	60	2,000		1	1
Bear Lake	Manistee	166	141	180	80	6,000	1,550 00	1	2
Beaverton	Gladwin	365	320	200	72	3,000	138 50	1	6
Belding	Ionia	825	608	200	91	16,000	1,500 00	1	16
Bellaire	Antrim	424	380	180	67	8,000		1	9
Belleville	Wayne	158	107	192	83	11,000	5,000 00	1	1
Bellevue	Eaton	245	218	184	90	10,000		1	7
Benton Harbor	Berrien	1,858	1,485	180	96	70,000	18,000 00	4	32
Benzonia	Benzie	216	163	180	72	5,000		1	4
Berlamont	Van Buren	97	74	180	70	2,500	32 63	1	1
Berlin	Ottawa	134	119	180	88	2,000		1	2
Berlin Tp 3 fr	Ionia	69	52	180	67	600			1
Berrien Springs	Berrien	175	158	180	81	6,500		1	5
Bessemer	Gogebic	1,106	962	190	94	41,000	1,065 38	2	26

TABLE XVI.

reports for the year ending September 5, 1894.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
8880.6	62367.2	$762,310 06	$3,030,736 23	$85 84	$48 60	$3,769,238 79	$6,392,056 85	9,759	$90,848 51
.....	18.	.....	$675 00	.....	$37 50	$675 00	$748 83	.....	.....
9.	18.	$450 00	522 00	$50 00	29 00	972 00	1,278 86	12	$34 66
18.	27.	1,160 00	900 00	64 44	33 33	2,060 00	3,338 97	15	146 60
40.	430.	4,400 00	18,951 90	110 00	44 07	23,351 90	35,087 38	32	724 71
.....	18.	.....	630 00	.....	35 00	630 00	1,409 73	3	.....
9.	27.	450 00	810 00	50 00	30 00	1,260 00	2,021 14	14	11 25
10.	30.	620 00	1,050 00	62 00	35 00	1,670 00	2,459 56	.....	.....
13.	55.	740 00	1,900 00	56 92	34 54	2,640 00	3,652 01	2	5 00
38.	228.	3,750 00	9,445 62	98 68	41 43	13,195 62	18,989 31	40	363 20
9.	18.	450 00	630 00	50 00	35 00	1,080 00	1,313 10	1	2 00
9.	63.	865 00	2,295 00	96 11	36 43	3,160 00	5,055 05	10	66 50
38.	129.	3,175 00	5,265 72	83 55	40 82	8,440 72	13,697 47	35	308 80
20.	130.	1,650 00	5,000 00	82 50	38 46	6,650 00	13,199 50	38	230 53
10.	50.	700 00	2,025 00	70 00	40 50	2,725 00	4,048 67	29	302 94
30.	410.	3,100 00	16,650 00	103 33	40 61	19,750 00	34,002 88	.....	.....
100.	650.	13,175 00	30,289 30	131 75	46 60	43,464 30	70,039 25	250	6,418 16
.....	10.	.....	350 00	.....	35 00	350 00	459 00	.....	.....
9.	9.	405 00	315 00	45 00	35 00	720 00	937 48	.....	.....
9.	45.	700 00	1,465 00	77 78	32 56	2,165 00	3,138 33	38	345 99
9.	18.	450 00	585 00	50 00	32 50	1,035 00	1,453 23	1	2 75
18.	27.	960 00	945 00	53 33	35 00	1,905 00	2,401 95	19	156 25
60.	209.	5,150 00	10,020 00	85 83	47 94	15,170 00	40,497 52	20	5 00
10.	10.	500 00	250 00	50 00	25 00	750 00	964 23	12	65 75
9.	9 5	450 00	332 50	50 00	35 00	782 50	1,415 52	.....	.....
9.	45.	675 00	1,440 00	75 00	32 00	2,115 00	4,465 78	27	141 00
18.	63.	1,028 25	2,016 00	57 12	32 00	3,044 25	4,020 48	2	.....
10.	110.	900 00	3,550 00	90 00	32 27	4,450 00	6,479 82	36	321 89
8.	4.5	280 00	167 50	35 00	37 22	447 50	559 26	2	14 00
10.	20.	500 00	600 00	50 00	30 00	1,100 00	1,322 60	.....	.....
10.	35.	800 00	1,050 00	80 00	30 00	1,850 00	2,694 45	23	138 00
19.	57.	1,250 73	2,071 00	65 83	36 33	3,321 73	11,843 13	60	520 94
20.	100.	1,750 00	4,550 00	87 50	45 50	6,300 00	9,969 50	.....	.....
8.	16.00	400 00	560 00	50 00	35 00	960 00	1,903 97	.....	.....
9.5	9.5	427 50	332 50	45 00	35 00	760 00	3,458 12	.....	.....
9.	9.	450 00	297 00	50 00	33 00	747 00	1,157 72	9	35 77
100.	880.	10,100 00	43,069 84	101 00	48 94	53,169 84	111,657 01	68	922 69
90.	1180.	10,121 50	52,443 20	112 46	44 45	62,564 70	105,448 13	65	1,280 38
10.	10.	500 00	350 00	50 00	35 00	850 00	1,048 38	2	.....
9.	18.	600 00	675 00	66 67	37 50	1,275 00	2,171 60	11	56 16
10.	55.5	650 00	1,965 00	65 00	35 40	2,615 00	3,424 30	19	.....
10.	160.	1,200 00	6,087 65	120 00	38 05	7,287 65	11,429 01	19	184 80
9.	63 6	810 00	2,351 00	90 00	36 94	3,161 00	4,516 02	7	10 63
10.	10.	650 00	250 00	65 00	25 00	900 00	11,531 96	4	32 00
9.5	65.5	750 00	2,127 25	78 95	32 48	2,877 25	3,974 91	16	134 82
36.	288.	3,490 00	11,728 25	96 94	40 72	15,218 25	25,701 81	40	569 10
9.	36.	700 00	1,372 49	77 78	38 12	2,072 49	2,915 04	2	.....
9.	9.	325 00	270 00	36 11	30 00	595 00	760 43	.....	.....
9.	18.	495 00	594 00	55 00	33 00	1,089 00	1,353 91	4	21 75
.....	9.	.....	270 00	.....	30 00	270 00	299 68	.....	.....
9.	45	720 00	1,620 00	80 00	36 00	2,340 00	3,316 71	30	296 15
19.	247.	1,617 50	12,768 10	85 13	51 69	14,385 60	33,356 39	4	120 00

TABLE XII.—Concluded.

Counties.	Number of public examinations held.	Number of applicants for regular certificates.	Number of applicants for special certificates.	Number of applicants receiving certificates.					Number licensed without experience in teaching.	Number of applicants having received normal school instruction.	Number of applicants having attended institute during the year.	Number of teachers holding state certificates.	Number of teachers holding State normal college certificates.	Number of teachers holding central normal school certificates.	Number of teachers holding northern normal school certificates.	Number holding certificates issued by county board of examiners.	Number holding certificates issued by city board of education.	Number of legally qualified teachers in the county including city teachers.	Number of certificates suspended.	Number of certificates annulled.	Number of districts hiring teachers by the year.	Number of new teachers added to teaching force during year.
				County first grade.	Indorsed first grade.	Second grade.	Third grade.	Special.														
Presque Isle	3	40	4	....	....	4	10	5	5	2	14	2	.....	1	.....	14	.....	40	....	....	.....	.....
Roscommon	4	9	3	....	....	2	6	3	1	.....	2	.....	3	1	.....	8	.....	16	....	....	1	.....
Saginaw	4	237	3	1	....	43	85	2	40	8	47	14	5	4	.....	233	245	508	....	....	125	35
St. Clair	4	177	17	0	....	29	87	9	50	11	104	4	23	8	*.....	216	80	296	....	....	130	60
St. Joseph	4	142	15	....	....	43	61	13	33	15	73	6	15	.....	.....	188	24	233	....	....	97	*35
Sanilac	4	252	16	6	6	43	87	16	43	9	104	32	16	4	.....	188	.....	208	....	....	150	*30
Schoolcraft	5	32	4	....	....	6	18	2	6	9	20	2	12	2	6	26	29	45	....	....	8	6
Shiawassee	4	146	34	1	....	30	58	34	25	18	80	8	14	9	1	190	21	235	....	....	35	45
Tuscola	4	251	11	4	1	54	148	11	60	14	46	17	10	.....	.....	202	.....	*220	....	....	*50	*30
Van Buren	4	236	39	....	....	41	66	25	31	16	32	14	11	2	.....	180	22	235	....	....	*110	*40
Washtenaw	4	239	20	4	4	47	133	10	65	24	53	.....	43	.....	.....	194	73	327	....	....	129	65
Wayne	4	223	20	9	1	40	93	20	54	13	90	13	79	3	.....	246	.....	1,411	....	....	153	29
Wexford	4	160	30	....	1	22	48	27	24	3	38	2	.....	10	.....	115	38	163	....	....	81	25

*Estimated.

TABLE XIII.

Miscellaneous statistics as reported by the county commissioner of schools for the year ending June 30, 1904.

Counties.	Number of meetings of county teachers' associations.	Number of other teachers' meetings.	Number of days devoted to meetings of county board.	Amount allowed by board of supervisors for stationery, etc.	Amount of compensation received by members of the board other than the commissioner.	Salary of the commissioner.	Amount of institute fees collected.	Number of districts visited by the commissioner during the year.	Number of visits made by commissioner and assistant visitor during the year.	Number of districts in which the compulsory attendance law is enforced.
Totals....	162	463	923	$11,341 42	$20,159 17	$73,675 00	$10,331 50	7,113	10,629	3,848
Alcona.....	2	2	10	*$60 00	$84 00	$300 00	$29 50	33	36	32
Alger.....	1	.....	4	.....	*75 00	300 00	27 50	35	50	.....
Allegan.....	4	3	20	200 00	407 00	1,200 00	206 50	153	164	.....
Alpena.....	.....	.....	30	200 00	200 00	550 00	54 50	40	.....	.....
Antrim.....	3	.....	4	200 00	.....	1,000 00	.....	72	120	72
Arenac.....	3	25	15	2 00	120 00	500 00	36 00	36	60	*30
Baraga.....	.....	10	4	11 70	108 00	500 00	13 00	4	19	*4
Barry.....	1	2	12	154 76	288 00	1,200 00	158 50	129	156	143
Bay.....	3	.....	6	200 00	308 00	1,200 00	167 50	66	86	2
Benzie.....	2	1	8	*125 00	*150 00	500 00	52 00	52	70	45
Berrien.....	1	20	16	200 00	375 00	1,200 00	184 50	143	210	*140
Branch.....	3	2	4	*120 00	231 50	1,200 00	147 00	127	262	*40
Calhoun.....	3	88	14	200 00	294 00	1,500 00	228 00	164	246	*60
Cass.....	2	.....	5	142 25	491 00	1,000 00	137 50	111	116	110
Charlevoix.....	.....	.....	14	100 00	150 00	600 00	63 50	68	70	3
Cheboygan.....	2	2	10	56 80	142 00	800 00	63 00	59	64	.....
Chippewa.....	1	.....	4	200 00	194 00	800 00	74 50	46	54	.....
Clare.....	2	1	4	*60 00	*106 00	500 00	55 00	47	62	.....
Clinton.....	7	.....	28	200 00	247 50	1,200 00	143 00	129	200	*129
Crawford.....	.....	*13	5	10 56	28 00	200 00	21 50	14	14	*24
Delta.....	.....	.....	10	72 00	178 50	1,000 00	78 50	53	78	10
Dickinson.....	.....	1	4	125 00	40 00	1,200 00	63 50	6	150	5
Eaton.....	1	2	14	200 00	156 67	1,200 00	194 50	137	250	137
Emmet.....	1	1	.....	.....	.....	800 00	57 50	73	150	*60
Genesee.....	1	3	10	*200 00	500 00	1,200 00	259 00	140	175	*6
Gladwin.....	2	.....	3	*75 00	165 00	300 00	23 00	34	34	*10
Gogebic.....	.....	20	6	50 00	48 00	450 00	55 00	5	27	5
Gd. Traverse....	.....	*12	8	50 00	210 00	600 00	71 50	67	70	1
Gratiot.....	2	16	4	190 00	253 00	1,200 00	134 00	133	275	*130
Hillsdale.....	3	20	4	200 00	252 00	1,200 00	215 50	162	190	103
Houghton.....	.....	1	3	75 00	180 00	800 00	245 50	26	36	6
Huron.....	4	.....	3	200 00	234 00	1,100 00	175 50	114	120	12
Ingham.....	1	5	46	169 84	344 00	1,350 00	142 50	135	186	.....
Ionia.....	1	5	4	233 50	296 00	1,200 00	210 00	129	146	.....
Iosco.....	2	.....	12	60 00	124 00	250 00	.....	16	18	*6
Iron.....	*8	1	3	30 00	*96 00	600 00	38 50	23	26	3
Isabella.....	1	.....	5	134 89	351 50	1,000 00	158 50	102	131	*40
Jackson.....	1	3	5	197 40	468 00	1,200 00	204 50	155	324	9
Kalamazoo....	2	20	5	200 00	296 00	1,200 00	171 00	137	219	*138
Kalkaska.....	1	2	4	200 00	100 00	600 00	48 50	50	93	.....
Kent.....	5	6	40	200 00	1,142 00	1,500 00	493 00	112	128	.....
Keweenaw.....	.....	.....	5	20 00	40 00	125 00	16 00	8	8	2
Lake.....	.....	.....	24	.....	192 00	600 00	37 00	45	45	.....
Lapeer.....	3	.....	14	102 27	404 00	1,200 00	118 50	134	176	*80
Leelanau.....	3	.....	5	17 43	200 00	600 00	47 00	58	124	*50
Lenawee.....	3	32	12	207 39	344 00	1,200 00	240 00	150	166	*185
Livingston....	2	.....	4	87 22	212 00	1,200 00	177 00	135	161	*110
Luce.....	1	.....	15	*10 00	*140 00	200 00	19 50	13	16	*4
Mackinac.....	3	4	15	109 00	161 00	500 00	38 50	39	50	30
Macomb.....	6	.....	6	66 98	328 00	1,100 00	107 00	113	124	4

*Estimated.

TABLE XIII.—CONCLUDED.

Counties.	Number of meetings of county teachers' associations.	Number of other teachers' meetings.	Number of days devoted to meetings of county board.	Amount allowed by board of supervisors for stationery, etc.	Amount of compensation received by members of the board other than the commissioner.	Salary of the commissioner.	Amount of institute fees collected.	Number of districts visited by the commissioner during the year.	Number of visits made by commissioner and assistant visitor during the year.	Number of districts in which the compulsory attendance law is enforced.
Manistee	3	3	2	$200 00	$200 00	$750 00	$82 50	70	170	*50
Marquette	.....	8	2	242 18	88 00	1,500 00	138 00	21	200	10
Mason	1	12	13	161 50	245 00	700 00	97 50	64	115	45
Mecosta	.....	2	14	200 00	316 00	1,000 00	152 50	104	123	104
Menominee	1	.....	12	100 00	64 00	1,200 00	116 00	75	118	10
Midland	1	12	4	*150 00	96 00	600 00	61 00	80	137	*10
Missaukee	2	.....	12	50 00	96 00	600 00	.....	52	60	.....
Monroe	3	.....	81	290 00	324 00	1,200 00	180 00	136	160	*25
Montcalm	2	.....	12	200 00	400 00	1,200 00	124 50	139	218	*65
Montmorency	.....	2	8	.....	128 00	300 00	20 00	30	55	10
Muskegon	3	10	3	*100 00	443 00	1,200 00	153 50	93	*225	*20
Newaygo	2	1	12	170 53	327 00	1,000 00	112 50	115	147	*100
Oakland	3	.....	7	275 00	340 00	1,200 00	219 00	205	245	205
Oceana	3	*20	13	35 92	393 00	750 00	118 00	88	129	89
Ogemaw	1	.....	.....	.....	108 00	500 00	51 50	43	75	.....
Ontonagon	.....	2	20	82 18	144 00	400 00	52 00	8	20	*20
Osceola	.....	1	3	200 00	228 00	1,000 00	121 50	93	135	93
Oscoda	.....	.....	12	43 09	96 00	200 00	*12 00	18	24	2
Otsego	2	2	45	100 00	180 00	500 00	39 00	36	50	10
Ottawa	14	2	5	200 00	300 00	1,000 00	159 00	121	140	*20
Presque Isle	2	1	12	200 00	140 00	500 00	22 00	50	90	56
Roscommon	.....	.....	12	10 00	96 00	200 00	11 50	7	8	.....
Saginaw	3	40	16	200 00	600 00	1,200 00	268 00	157	274	*125
St. Clair	2	.....	4	290 00	360 00	1,500 00	196 00	152	170	*100
St. Joseph	1	1	4	172 50	178 50	1,200 00	156 00	123	259	123
Sanilac	2	.....	18	200 00	772 00	1,300 00	201 00	150	230	*125
Schoolcraft	.....	4	5	200 00	32 00	500 00	30 50	28	112	20
Shiawassee	4	.....	4	200 00	324 00	1,200 00	182 00	124	137	40
Tuscola	1	.....	4	200 00	*250 00	1,200 00	228 00	149	160	5
Van Buren	1	11	4	181 57	312 00	1,200 00	200 00	152	247	131
Washtenaw	2	.....	10	350 00	288 00	1,200 00	283 50	164	191	*160
Wayne	3	2	25	218 96	600 00	2,000 00	730 50	153	360	35
Wexford	2	4	15	200 00	236 00	750 00	110 00	81	84	.....

*Estimated.

TABLE XIV.

Condition of schools and school houses as reported by the county commissioner of schools for the year ending June 30, 1904.

Counties.	Number of schools supplied with dictionaries.	Number of schools supplied with maps.	Number of schools supplied with globes.	Number of schoolhouses properly heated and ventilated.	Number of schools having uniform text-books in each branch.	Number of schools having a prescribed course of study.	Number of schools properly classified.	Number of schools in which physiology, etc., is taught.	Number of districts that have adopted text-books in physiology.	Number of districts that have taught communicable diseases according to law.	Number of townships organized as township districts.	Number of districts furnishing free text-books.	Number of pupils in 8th grade exclusive of graded schools.	Number of 8th grade diplomas granted.
Totals	6,909	6,563	5,984	3,404	5;808	2,935	5,765	7,255	6,498	5,586	149	821	10,863	3,414
Alcona	34	32	30	20	32	.....	32	32	32	10	2	9	*75	6
Alger	35	35	*20	*20	30	35	30	35	.....	35	7	35	*18	34
Allegan	171	175	162	.....	145	.....	100	*100	184	*75	.....	9	265	24
Alpena	50	40	40	.....	.....	14	.....	*12	.....	*12	17	.....	20	.....
Antrim	72	68	67	65	72	20	35	72	72	60	.....	10	20	12
Arenac	36	34	35	.....	.....	7	*36	36	36	*30	.....	7	65	19
Baraga	18	18	18	*18	18	2	18	18	18	18	5	5	9	2
Barry	*140	*130	*120	125	130	*100	100	143	143	143	.....	4	249	27
Bay	60	58	63	40	55	66	50	66	66	66	1	20	190	61
Benzie	50	50	45	*15	50	6	40	52	52	45	.....	3	25	5
Berrien	150	142	*103	10	*140	*140	*140	143	143	.....	.....	8	.....	142
Branch	85	71	62	24	93	6	*83	108	127	*70	.....	1	97	14
Calhoun	155	150	140	*80	*150	*15	*150	*164	*164	*164	.....	8	*160	87
Cass	99	95	93	65	89	100	110	111	111	111	.....	.....	240	25
Charlevoix	68	40	52	*10	68	3	*45	68	68	.....	.....	7	25	10
Cheboygan	63	65	50	55	60	11	62	65	60	.....	3	27	*50	28
Chippewa	50	58	47	.....	12	16	5	76	76	*70	8	21	32	15
Clare	33	35	33	.....	.....	3	.....	.....	.....	.....	.....	15	*24	.....
Clinton	129	125	101	*75	100	129	*129	129	129	129	.....	.....	200	43
Crawford	21	16	13	*20	3	1	10	24	24	4	.....	5	4	1
Delta	38	50	45	48	60	2	48	60	60	60	7	5	*25	18
Dickinson	6	6	6	6	6	6	6	6	6	6	6	6	15	6
Eaton	100	100	100	.....	137	137	137	137	137	137	.....	3	154	.....
Emmet	*65	*60	*50	.....	74	.....	.....	74	.....	.....	.....	.....	.....	50
Genesee	*150	*146	*125	*100	*50	*10	*140	*150	*125	*50	.....	2	*200	71
Gladwin	*35	*30	*30	*30	*30	*5	*30	*35	*35	*30	2	*10	*60	24
Gogebic	26	26	26	20	26	1	26	26	5	5	5	5	8	5
Grand Traverse	63	60	60	18	66	7	60	66	66	66	1	15	94	7
Gratiot	130	115	112	5	120	30	125	133	133	133	.....	3	*400	63
Hillsdale	150	148	112	*100	*130	*100	*140	163	140	163	.....	.....	130	47
Houghton	36	36	29	36	20	10	28	26	18	25	11	10	30	10
Huron	106	108	104	12	105	*100	112	115	115	*100	.....	23	*250	105
Ingham	128	104	90	5	78	10	15	136	136	136	.....	.....	400	32
Ionia	100	80	50	.....	.....	.....	.....	140	140	*8	.....	.....	120	18
Iosco	25	18	19	10	16	4	15	25	25	25	1	9	42	6
Iron	23	24	*18	20	*15	3	21	25	7	*19	.....	4	*30	.....
Isabella	*101	*95	*100	75	80	*94	75	103	*100	*80	.....	5	120	48
Jackson	*125	112	69	*100	*75	*50	100	150	140	.....	.....	8	188	101
Kalamazoo	120	110	100	20	100	.....	125	138	138	*100	.....	4	241	113
Kalkaska	*50	*42	*45	3	*47	*5	47	*50	*50	40	.....	*25	*100	29
Kent	225	200	190	123	164	10	*200	205	205	205	.....	9	288	193
Keweenaw	7	7	7	2	.....	.....	6	8	.....	.....	3	.....	18	10
Lake	38	39	38	1	3	20	45	45	40	45	.....	8	40	10
Lapeer	*90	*100	*60	*70	*100	*20	80	134	134	134	.....	1	178	76
Leelanau	52	48	51	*6	53	7	*40	58	59	*59	.....	7	42	34
Lenawee	186	181	175	110	190	*145	180	190	190	*130	.....	2	*525	80
Livingston	101	93	83	115	135	112	112	135	135	*65	16	.....	76	66
Luce	15	15	15	10	7	4	*6	15	5	*10	4	15	.....	13
Mackinac	43	40	24	10	.....	31	14	48	24	31	10	4	24	.....
Macomb	92	88	88	115	90	100	110	113	113	113	.....	.....	4	.....

*Estimated.

TABLE XIV—CONCLUDED.

Counties.	Number of schools supplied with dictionaries.	Number of schools supplied with maps.	Number of schools supplied with globes.	Number of schoolhouses properly heated and ventilated.	Number of schools having uniform text-books in each branch.	Number of schools having a prescribed course of study.	Number of schools properly classified.	Number of schools in which physiology, etc., is taught.	Number of districts that have adopted text-books in physiology.	Number of districts that have taught communicable diseases according to law.	Number of townships organized as township districts.	Number of districts furnishing free text-books.	Number of pupils in 8th grade exclusive of graded schools.	Number of 8th grade diplomas granted.
Manistee	56	61	46	65	*56	8	68	70	*60	70	.....	10	117	35
Marquette	*50	*50	*50	*10	21	21	21	21	21	21	.....	18	70	50
Mason	60	64	64	5	64	64	15	64	64	.....	.....	15	65	32
Mecosta	104	*100	88	*25	100	10	*80	104	104	.....	.....	24	*75	41
Menominee	70	70	65	5	33	33	.....	33	33	*33	6	33	40	15
Midland	*60	*65	*45	*1	*30	*5	*60	80	*60	*65	.....	*20	*175	55
Missaukee	*46	*46	*46	.....	28	4	40	50	.....	*50	.....	.....	*60	12
Monroe	130	128	100	90	130	*5	125	130	*120	*100	.....	1	*300	62
Montcalm	125	130	100	*60	*120	*129	*125	139	*125	*130	.....	7	325	72
Montmorency	25	20	22	1	22	8	20	*30	30	30	5	28	27	20
Muskegon	60	70	60	15	50	10	50	93	*50	*50	.....	20	*100	51
Newaygo	112	102	106	*50	*75	4	*80	117	.....	.....	.....	*20	*110	47
Oakland	205	190	180	172	200	205	195	205	205	205	.....	.....	*200	45
Oceana	*87	*85	*85	*85	*89	3	89	89	89	89	.....	.....	*130	61
Ogemaw	38	35	32	.....	.....	.....	.....	37	41	41	1	5	17	3
Ontonagon	50	50	*40	*25	*20	3	*20	63	*20	*20	9	16	20	5
Osceola	*91	90	90	3	93	93	93	93	93	93	.....	25	147	51
Oscoda	14	18	15	15	9	14	14	14	14	15	2	3	3	3
Otsego	38	35	38	40	30	40	40	40	40	40	1	15	50	12
Ottawa	121	100	80	130	*120	.....	*120	*123	.....	*123	.....	20	*300	82
Presque Isle	50	50	50	40	48	3	40	56	40	50	1	2	20	4
Roscommon	9	*7	*7	.....	9	1	8	14	14	14	.....	3	3	3
Saginaw	150	151	153	10	156	5	148	156	156	156	.....	46	273	194
St. Clair	140	*145	135	*140	*140	*30	*135	*135	*140	*135	.....	17	230	56
St. Joseph	122	123	98	*65	*85	17	*90	123	.....	123	.....	1	*400	49
Sanilac	152	130	142	*150	152	30	120	152	152	152	.....	4	*500	41
Schoolcraft	28	28	28	20	28	.....	28	28	*20	28	7	18	16	9
Shiawassee	116	100	64	16	120	11	120	124	*118	*100	.....	1	*330	46
Tuscola	134	110	132	*40	140	149	*95	149	149	*149	.....	6	*450	197
Van Buren	153	149	145	126	72	17	119	153	153	153	.....	3	197	48
Washtenaw	145	118	127	45	127	*160	150	167	167	*100	.....	*12	233	83
Wayne	145	146	135	42	153	75	185	*153	153	*153	.....	11	210	126
Wexford	78	79	81	81	64	81	54	81	81	81	.....	*40	*100	14

*Estimated.

TABLE XV.

Showing the extent to which physiology was taught in the schools of the State during the year ending September 5, 1904, as compiled from director's reports.

Counties.	Number of districts in county.	Number of districts reporting physiology taught.	Number of districts reporting physiology not taught.	Number of districts not reporting.	Counties.	Number of districts in county.	Number of districts reporting physiology taught.	Number of districts reporting physiology not taught.	Number of districts not reporting.
Totals	7,255	6,416	239	600	Kent	205	197	3	5
					Keweenaw	5	4	.....	1
					Lake	45	34	4	7
					Lapeer	135	113	10	12
Alcona	34	26	1	7	Leelanau	58	55	.....	3
Alger	7	7	.....	.....					
Allegan	184	158	7	19	Lenawee	196	185	7	4
Alpena	18	12	3	3	Livingston	134	101	8	25
Antrim	71	61	6	4	Luce	4	4	.....	.....
					Mackinac	13	13	.....	.....
Arenac	41	38	.....	3	Macomb	114	104	2	8
Baraga	5	5	.....	.....					
Barry	144	120	3	21	Manistee	65	57	2	6
Bay	71	63	2	6	Marquette	21	21	.....	.....
Benzie	53	49	2	2	Mason	65	59	.....	6
					Mecosta	106	96	2	8
Berrien	146	134	3	9	Menominee	40	38	1	1
Branch	128	124	2	2					
Calhoun	164	134	6	24	Midland	78	67	2	9
Cass	112	108	2	2	Missaukee	58	46	3	9
Charlevoix	68	59	2	7	Monroe	138	114	17	7
					Montcalm	141	120	6	15
Cheboygan	57	55	.....	2	Montmorency	8	8	.....	.....
Chippewa	51	45	.....	6					
Clare	62	44	2	16	Muskegon	92	72	6	14
Clinton	129	114	3	12	Newaygo	117	107	3	7
Crawford	25	18	2	5	Oakland	205	199	1	5
					Oceana	89	80	3	6
Delta	30	27	.....	3	Ogemaw	45	39	3	3
Dickinson	8	8	.....	.....					
Eaton	146	122	11	13	Ontonagon	9	9	.....	.....
Emmet	74	70	3	1	Osceola	93	87	2	4
Genesee	157	140	5	12	Oscoda	15	12	.....	3
					Otsego	36	29	1	6
Gladwin	42	37	1	4	Ottawa	123	115	5	3
Gogebic	7	7	.....	.....					
Grand Traverse	66	58	3	5	Presque Isle	35	29	1	5
Gratiot	134	129	3	2	Roscommon	19	13	1	5
Hillsdale	163	135	2	26	Saginaw	162	143	7	12
					St. Clair	155	141	5	9
Houghton	34	31	.....	3	St. Joseph	123	112	7	4
Huron	115	112	2	1					
Ingham	137	120	5	12	Sanilac	154	132	3	19
Ionia	143	119	4	20	Schoolcraft	11	8	.....	3
Iosco	30	28	.....	2	Shiawassee	124	124	.....	.....
					Tuscola	149	135	1	13
Iron	8	7	.....	1					
Isabella	105	101	1	3	Van Buren	153	147	3	3
Jackson	156	130	8	18	Washtenaw	167	129	9	29
Kalamazoo	138	115	9	14	Wayne	155	134	4	17
Kalkaska	50	42	.....	8	Wexford	82	72	4	6

TABLE XVI.

Graded school statistics compiled from inspectors'

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of day's school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Totals		423,061	278,816	108,077	80	$19,694,872	$2,936,889 27	958	6,536
Acme	Grand Traverse	105	87	180	66	$1,000			2
Ada	Kent	112	119	180	78	1,200		1	2
Addison	Lenawee	188	164	176	80	2,000	$183 68	2	4
Adrian	Lenawee	2,599	2,000	195	92	150,000	4,000 00	4	43
Alabaster	Iosco	164	99	180	75	2,500			2
Alanson	Emmet	187	162	180	62	3,500	225 00	1	3
Alba	Antrim	179	174	200	78	6,000	800 00	1	3
Albert Tp	Montmorency	282	254	140	77	6,000		2	7
Albion	Calhoun	1,475	1,064	190	92	65,000	1,000 00	4	24
Alden	Antrim	168	127	178	64	4,000	1,500 00	1	2
Algonac	St. Clair	491	365	180	69	13,000	2,600 00	1	7
Allegan	Allegan	735	640	190	93	50,000	7,000 00	4	17
Alma	Gratiot	614	754	200	93	35,000	2,000 00	2	14
Almont	Lapeer	232	186	198	90	13,500		1	8
Alpena	Alpena	4,197	1,948	188	94	89,000		3	41
Ann Arbor	Washtenaw	3,242	2,249	188	95	300,000	46,800 00	10	65
Applegate	Sanilac	92	60	200	46	1,500			1
Arcadia	Manistee	176	99	180	60	2,000		1	1
Armada	Macomb	260	189	180	94	1,200	1,600 00	1	5
Ashley	Gratiot	202	157	180	66	2,500		1	2
Athens	Calhoun	178	140	180	88	3,500		2	3
Atlantic Mine	Houghton	2,013	1,413	200	91	70,000	10,574 91	6	22
Attica	Lapeer	108	73	200	77	1,200		1	1
Au Gres	Arenac	175	122	185	62	3,000	2,314 55	1	1
Augusta	Kalamazoo	182	136	180	87	7,000		1	5
Au Sable	Iosco	567	432	180	88	7,000		2	7
Bad Axe	Huron	533	443	189	88	22,000	6,000 00	1	11
Bainbridge	Berrien	122	82	160	79	2,000		1	1
Baldwin	Lake	148	117	200	77	1,200	1,271 50	1	2
Bancroft	Shiawassee	164	98	200	96	6,000		1	4
Bangor	Van Buren	384	329	190	93	25,000	13,500 00	3	6
Baraga	Baraga	953	559	200	90	16,000		2	10
Baroda	Berrien	173	136	160	72	6,000		1	2
Barryton	Mecosta	176	120	190	76	6,000	3,000 00	1	1
Bath	Clinton	84	76	180	71	2,000		1	1
Battle Creek	Calhoun	4,734	3,974	190	95	350,000		10	88
Bay City	Bay	9,443	4,565	200	98	326,500		9	118
Bay Port	Huron	106	107	200	60	2,000		1	1
Bear Lake	Manistee	166	141	180	80	6,000	1,550 00	1	2
Beaverton	Gladwin	365	320	200	72	3,000	138 50	1	6
Belding	Ionia	825	608	200	91	16,000	1,500 00	1	16
Bellaire	Antrim	424	380	180	67	8,000		1	9
Belleville	Wayne	158	107	192	83	11,000	5,000 00	1	1
Bellevue	Eaton	245	218	184	90	10,000		1	7
Benton Harbor	Berrien	1,858	1,485	180	96	70,000	18,000 00	4	32
Benzonia	Benzie	216	163	180	72	5,000		1	4
Berlamont	Van Buren	97	74	180	70	2,500	32 63	1	1
Berlin	Ottawa	134	119	180	88	2,000		1	2
Berlin Tp 3 fr	Ionia	69	52	180	67	600			1
Berrien Springs	Berrien	175	158	180	81	6,500		1	5
Bessemer	Gogebic	1,106	962	190	94	41,000	1,065 38	2	26

TABLE XVI.

reports for the year ending September 5, 1894.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
8890.6	62367.2	$762,310 06	$3,030,736 23	$85 84	$48 60	$3,769,238 79	$6,392,056 85	9,759	$90,848 51
.....	18.	.....	$675 00	.....	$37 50	$675 00	$748 83	.....	.....
9.	18.	$450 00	522 00	$50 00	29 00	972 00	1,278 86	12	$34 66
18.	27.	1,100 00	900 00	64 44	33 33	2,060 00	3,338 97	15	146 60
40.	430.	4,400 00	18,951 90	110 00	44 07	23,351 90	35,087 38	32	724 71
.....	18.	.....	630 00	.....	35 00	630 00	1,409 73	3	.....
9.	27.	450 00	810 00	50 00	30 00	1,260 00	2,021 14	14	11 25
10.	30.	620 00	1,050 00	62 00	35 00	1,670 00	2,459 56	.....	.....
13.	55.	740 00	1,900 00	56 92	34 54	2,640 00	3,652 01	2	5 00
38.	228.	3,750 00	9,445 62	98 68	41 43	13,195 62	18,989 31	40	363 20
9.	18.	450 00	630 00	50 00	35 00	1,080 00	1,313 10	1	2 00
9.	63.	865 00	2,295 00	96 11	36 43	3,160 00	5,055 05	10	66 50
38.	129.	3,175 00	5,265 72	83 55	40 82	8,440 72	13,697 47	35	308 80
20.	130.	1,650 00	5,000 00	82 50	38 46	6,650 00	13,199 50	38	239 53
10.	50.	700 00	2,025 00	70 00	40 50	2,725 00	4,048 67	29	302 94
30.	410.	3,100 00	16,650 00	103 33	40 61	19,750 00	34,002 88	.....	.....
100.	650.	13,175 00	30,289 30	131 75	46 60	43,464 30	70,039 25	250	6,418 16
.....	10.	.....	350 00	.....	35 00	350 00	459 00	.....	.....
9.	9.	405 00	315 00	45 00	35 00	720 00	937 48	.....	.....
9.	45.	700 00	1,465 00	77 78	32 56	2,165 00	3,138 33	38	345 99
9.	18.	450 00	585 00	50 00	32 50	1,035 00	1,453 23	1	2 75
18.	27.	960 00	945 00	53 33	35 00	1,905 00	2,401 95	19	156 25
60.	209.	5,150 00	10,020 00	85 83	47 94	15,170 00	40,497 52	20	5 00
10.	10.	500 00	250 00	50 00	25 00	750 00	964 23	12	65 75
9.	9.5	450 00	332 50	50 00	35 00	782 50	1,415 52	.....	.....
9.	45.	675 00	1,440 00	75 00	32 00	2,115 00	4,465 78	27	141 00
18.	63.	1,028 25	2,016 00	57 12	32 00	3,044 25	4,020 48	2	.....
10.	110.	900 00	3,550 00	90 00	32 27	4,450 00	6,479 82	36	321 89
8.	4.5	280 00	167 50	35 00	37 22	447 50	559 26	2	14 00
10.	20.	500 00	600 00	50 00	30 00	1,100 00	1,322 60	.....	.....
10.	35.	800 00	1,050 00	80 00	30 00	1,850 00	2,694 45	23	138 00
19.	57.	1,250 73	2,071 00	65 83	36 33	3,321 73	11,843 13	60	520 94
20.	100.	1,750 00	4,550 00	87 50	45 50	6,300 00	9,909 50	.....	.....
8.	16.00	400 00	560 00	50 00	35 00	960 00	1,903 97	.....	.....
9.5	9.5	427 50	332 50	45 00	35 00	760 00	3,458 12	.....	.....
9.	9.	450 00	297 00	50 00	33 00	747 00	1,157 72	9	35 77
100.	880.	10,100 00	43,069 84	101 00	48 94	53,169 84	111,657 01	68	922 69
90	1180.	10,121 50	52,443 20	112 46	44 45	62,564 70	105,448 13	65	1,280 38
10.	10.	500 00	350 00	50 00	35 00	850 00	1,048 38	2	.....
9.	18.	600 00	675 00	66 67	37 50	1,275 00	2,171 60	11	56 16
10.	55.5	650 00	1,965 00	65 00	35 40	2,615 00	3,424 30	19	.....
10.	160.	1,200 00	6,087 65	120 00	38 05	7,287 65	11,429 01	19	184 80
9.	63.6	810 00	2,351 00	90 00	36 94	3,161 00	4,516 02	7	10 63
10.	10.	650 00	250 00	65 00	25 00	900 00	11,531 96	4	32 00
9.5	65.5	750 00	2,127 25	78 95	32 48	2,877 25	3,974 91	16	134 82
36.	288.	3,490 00	11,728 25	96 94	40 72	15,218 25	25,701 81	40	569 10
9.	36.	700 00	1,372 49	77 78	38 12	2,072 49	2,915 04	2	.....
9.	9.	325 00	270 00	36 11	30 00	595 00	760 43	.....	.....
9.	18.	495 00	594 00	55 00	33 00	1,089 00	1,353 91	4	21 75
.....	9.	.....	270 00	.....	30 00	270 00	299 68	.....	.....
9.	45	720 00	1,620 00	80 00	36 00	2,340 00	3,316 71	30	296 15
19	247.	1,617 50	12,768 10	85 13	51 69	14,385 60	33,356 39	4	120 00

TABLE XVI—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of day's school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Big Rapids	Mecosta	1,322	970	200	97	$40,000		1	25
Birmingham	Oakland	384	333	200	82	20,000	$6,500 00	1	8
Blissfield Tp. 1 fr	Lenawee	193	138	200	87	7,000		1	3
Blissfield Tp. 2 fr	Lenawee	218	193	200	95	5,000		1	4
Bloomingdale	Van Buren	147	128	180	90	6,000		2	4
Boyne	Charlevoix	800	568	180	69	30,000	22,000 00	1	13
Boyne Falls	Charlevoix	178	163	180	62	5,000	3,000 00	1	3
Breckenridge	Gratiot	181	158	180	82	3,500	2,500 00	1	3
Breedsville	Van Buren	92	73	176	64	9,000	6,897 00	1	1
Bridgehampton Tp. 1	Sanilac	74	63	180	52	600		1	
Bridgehampton Tp. 2	Sanilac	95	76	178	43	1,500	280 00	1	
Bridgehamp'n Tp. 5 fr	Sanilac	80	52	180	59	800		1	
Bridgeman	Berrien	165	124	180	59	4,000	1,050 00	1	2
Bridgeport	Saginaw	134	75	180	87	5,000		1	1
Brighton	Livingston	196	178	196	80	16,000		1	5
Britton	Lenawee	125	100	180	80	10,000	3,950 50	1	3
Bronson	Branch	303	260	190	78	15,000	6,000 00	1	9
Brooklyn	Jackson	143	130	190	90	5,000		1	4
Brown City	Sanilac	215	175	200	85	8,000	6,000 00	1	4
Buchanan	Berrien	350	361	190	92	23,500		2	11
Burden	Sanilac	104	84	200	49	1,400		1	
Burlington	Calhoun	104	84	180	88	1,200		1	2
Burnip's Corners	Allegan	101	91	180	82	2,000		1	1
Burr Oak	St. Joseph	165	115	180	80	15,000		1	6
Burt Tp	Alger	519	417	200	76	7,200	2,250 00	1	8
Byron	Shiawassee	137	125	200	80	7,000		1	3
Cadillac	Wexford	1,971	1,644	180	94	70,000	8,000 00	1	36
Cady	Macomb	155	45	180	46	1,000		1	
Caledonia	Kent	156	174	200	72	6,000		2	2
Caledonia Tp. 3	Kent	50	43	180	68	2,000		1	
Calumet	Houghton	8,173	5,526	200	94	57,529		7	131
Calumet Tp. 2	Houghton	1,297	978	200	83	23,276		1	20
Camden	Hillsdale	121	94	180	93	8,000	3,300 00	1	3
Cannon Tp. 2 fr	Kent	92	62	180	72	2,000		1	1
Capac	St. Clair	253	219	200	80	10,000		3	3
Carleton	Monroe	179	140	200	85	3,000		1	2
Caro	Tuscola	638	579	200	81	22,000		3	12
Carrollton Tp. 1	Saginaw	444	256	200	78	10,000		1	5
Carrollton Tp. 2	Saginaw	295	122	200	70	4,000	545 00	1	2
Carson City	Montcalm	308	287	180	92	14,000	8,000 00	2	7
Carsonville	Sanilac	225	187	180	57	4,000	1,500 00	1	2
Caseville	Huron	270	174	191	85	5,000		1	3
Casnovia	Muskegon	83	78	180	74	2,000		1	2
Cass City	Tuscola	464	389	200	90	7,000		1	9
Cassopolis	Cass	344	295	190	89	18,000		1	8
Cedar Springs	Kent	280	237	190	79	20,000			6
Central Lake	Antrim	355	319	180	65	12,000	1,000 00	1	6
Centreville	St. Joseph	161	135	180	84	15,000	324 12	1	6
Ceresco	Calhoun	65	53	186	74	1,200		1	1
Champion Tp	Marquette	607	471	200	88	12,000		1	10
Chandler Tp. 5 fr	Huron	184	111	180	67	1,500	100 00		2
Charlevoix	Charlevoix	730	674	180	90	50,000	2,800 00	3	17
Charlotte	Eaton	939	883	195	95	45,000		1	24
Chase	Lake	115	96	180	54	1,500		1	1
Chauvin	Wayne	255	165	198	74	13,591	13,591 09	1	2
Cheboygan	Cheboygan	2,234	1,424	200	93	65,000	36,000 00	3	25
Chelsea	Washtenaw	474	402	200	73	15,000		1	13
Chesaning	Saginaw	326	280	200	79	15,000		1	7
Chickaming Tp. 3	Berrien	89	70	160	30	1,200		1	1
China Tp. 4	St. Clair	113	91	180	67	1,200		1	1

TABLE XVI—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
10.	250.	$1,500 00	$10,789 00	$150 00	$43 16	$12,289 00	$17,946 80	23	$154 76
10.	80.	1,000 00	2,725 00	100 00	34 06	3,725 00	6,371 34	54	650 34
10.	30.	600 00	840 00	60 00	28 00	1,440 00	2,254 33	11	71 00
10.	40.	700 00	1,425 00	70 00	35 62	2,125 00	3,020 35	24	179 75
9.	27.	540 00	945 00	60 00	35 00	1,485 00	1,845 32	28	129 50
9.	104.5	855 00	3,869 00	95 00	37 02	4,724 00	31,719 20	7	36 80
9.	27.	450 00	945 00	50 00	35 00	1,395 00	3,822 69	.....	.....
9.	27.	455 00	840 00	50 56	31 33	1,295 00	3,208 27	25	168 00
9.	9.	360 00	297 00	40 00	33 00	657 00	7,554 44	2	5 00
9.	.....	360 00	.....	40 00	.....	360 00	486 50	7	.....
9.	.....	360 00	.....	40 00	.....	360 00	1,685 81	.....	.....
9.	.....	270 00	.....	30 00	.....	270 00	371 69	3	.....
8.	17.	440 00	595 00	55 00	35 00	1,035 00	1,387 67	1	7 00
9.	9.	450 00	270 00	50 00	30 00	720 00	898 46	5	16 75
10.	50.	750 00	1,590 00	75 00	31 80	2,340 00	3,342 05	17	163 10
9.	18.	540 00	592 16	60 00	32 90	1,132 16	6,674 35	7	53 00
9.5	56.5	712 50	1,940 00	75 00	34 34	2,652 50	4,593 71	19	172 76
9.5	38.	800 00	1,650 00	84 21	43 42	2,450 00	3,670 24	22	187 50
10.	30.	600 00	834 00	60 00	27 80	1,434 00	2,655 27	16	87 78
19.	104.5	1,570 00	4,114 29	82 63	39 37	5,684 29	8,458 63	29	387 76
10.	.....	400 00	.....	40 00	.....	400 00	524 52	.....	.....
9.	18.	402 75	500 00	44 75	27 78	902 75	1,042 84	7	30 75
8.7	9.	437 50	315 00	50 00	35 00	752 50	1,016 52	22	106 70
9.	54.	540 00	1,710 00	60 00	31 67	2,250 00	2,764 26	35	277 65
10.	70.	850 00	4,310 00	85 00	61 57	5,160 00	11,277 41	.....	.....
10.	30.	600 00	975 00	60 00	32 50	1,575 00	2,156 81	27	178 00
9.	324.	1,917 14	15,340 92	213 01	47 35	17,258 06	27,554 50	7	22 00
9.	.....	405 00	.....	45 00	.....	405 00	469 46	5	.....
20.	20.	900 00	650 00	45 00	32 50	1,550 00	2,024 46	35	322 00
9.	.....	450 00	.....	50 00	.....	450 00	486 12	5	8 00
70.	1310.	9,100 00	70,147 46	130 00	53 78	79,547 46	137,214 95	37	1,522 50
10.	200.	700 00	11,600 38	70 00	58 00	12,300 38	32,227 30	.....	.....
9.	27.	450 00	810 00	50 00	30 00	1,260 00	2,077 62	6	114 00
9.	9.	450 00	252 00	50 00	28 00	702 00	801 69	8	33 92
26.	24.	1,110 00	720 00	42 69	30 00	1,830 00	2,660 96	25	288 68
10.	20.	600 00	600 00	60 00	30 00	1,200 00	1,599 34	20	159 25
25 8	118.7	1,858 75	4,456 25	72 18	37 95	6,315 00	9,010 54	50	396 63
10.	50.	750 00	1,590 00	75 00	31 60	2,330 00	3,592 35	.....	.....
10.	20.	600 00	750 00	60 00	37 50	1,350 00	2,160 71	.....	.....
9.	58.	599 99	2,316 47	66 67	39 94	2,916 46	4,884 91	86	280 25
9.	18.	540 00	540 00	60 00	30 00	1,080 00	2,235 41	1	.....
10.	20.	700 00	791 00	70 00	39 55	1,491 00	2,215 05	2	10 00
9.	18.	540 00	585 00	60 00	32 50	1,125 00	2,025 62	11	100 50
10.	70.5	750 00	2,675 00	75 00	37 94	3,125 00	5,148 48	46	414 10
9.5	76.	950 00	3,016 25	100 00	39 69	3,966 25	5,210 52	16	139 55
.....	57.	.....	2,217 00	.....	38 90	2,217 00	4,751 56	38	273 56
9.	54.	800 00	2,047 50	88 89	37 92	2,847 50	4,245 05	10	67 00
9	45	750 00	1,734 75	83 33	38 55	2,484 75	3,620 96	10	95 00
9.3	8.8	372 00	193 00	40 00	22 00	565 00	665 03	4	7 50
10	100	1,400 00	5,572 50	140 00	55 72	6,972 50	12,303 76	.....	.....
.....	17	.....	568 00	.....	33 41	568 00	749 37	.....	.....
27	153	1,755 00	6,045 00	65 00	39 51	7,800 00	13,083 55	13	108 75
9 8	234	1,500 00	10,671 75	153 84	45 60	12,171 75	17,328 54	71	966 90
9	9	360 00	270 00	40 00	30 00	630 00	910 87	7	13 50
10	18	700 00	680 00	70 00	37 78	1,380 00	9,252 94	.....	.....
30	250	2,500 00	9,535 00	83 33	38 14	12,035 00	27,276 90	8	150 45
10	130	950 00	4,460 00	95 00	34 31	5,410 00	7,952 80	40	402 05
10	70	1,000 00	2,989 50	100 00	42 71	3,989 50	5,892 85	20	180 50
8	8	300 00	256 00	37 50	32 00	556 00	765 42	.....	.....
9	9	387 00	234 00	43 00	26 00	621 00	790 60	1	.....

TABLE XVI—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days school.	Percentage of attendance	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women
Clare	Clare	503	418	200	87	$25,000	$4,000 00	2	9
Clarkston	Oakland	160	132	200	81	4,000		1	3
Clarksville	Ionia	125	110	180	75	4,000		1	2
Clayton	Lenawee	116	104	180	96	1,500		1	2
Climax	Kalamazoo	159	134	177	75	4,650		1	3
Clinton	Lenawee	259	212	190	90	6,000		1	6
Clio	Genesee	166	151	193	71	7,000	500 00	2	4
Coldwater	Branch	1,323	1,168	200	94	100,000	3,000 00	4	25
Coleman	Midland	423	360	200	81	15,000	600 00	2	6
Coloma	Berrien	232	209	180	81	7,500	2,243 00	1	5
Colon	St. Joseph	240	194	180	81	3,000		1	6
Columbiaville	Lapeer	148	160	197	75	16,000		1	5
Comstock	Kalamazoo	94	67	180	65	2,500			3
Concord	Jackson	144	98	200	96	9,000		2	3
Conklin	Ottawa	99	74	180	77	1,200			2
Constantine	St. Joseph	288	241	200	95	25,000	38 31	2	7
Coopersville	Ottawa	221	165	190	90	5,000		2	4
Copemish	Manistee	124	115	200	58	2,100		1	2
Coral	Montcalm	163	116	180	81	3,000		1	2
Corunna	Shiawassee	426	348	200	93	31,500	2,500 00	1	12
Covert	Van Buren	200	147	190	93	3,000		1	4
Croswell	Sanilac	379	278	200	87	3,500		1	6
Crystal	Montcalm	95	94	180	91	4,000		1	1
Crystal Falls	Iron	1,092	995	193	94	35,000	12,366 53	1	23
Custer	Mason	140	111	180	71	2,000		1	2
Dansville	Ingham	109	91	200	87	4,000		2	3
Davison	Genesee	208	100	195	78	10,000	475 00	1	5
Dearborn	Wayne	330	252	198	79	20,000		1	6
Decatur	Van Buren	395	316	190	95	15,000		2	6
Deckerville	Sanilac	177	139	180	60	10,000	5,000 00	1	2
Deerfield	Lenawee	183	162	176	85	8,000		1	4
Delray	Wayne	1,827	1,366	200	90	225,000	167,500 00	4	34
Detour Tp	Chippewa	388	381	200	72	4,500	61 27	1	5
Detroit	Wayne	86,934	38,354	200	95	3,894,965		71	977
DeWitt	Clinton	105	75	180	64	4,500		1	1
Dexter	Washtenaw	278	253	178	85	20,000	4,000 00	1	7
Dimondale	Eaton	99	78	180	87	2,200		1	2
Dorr	Allegan	105	76	178	67	1,000		1	2
Douglas	Allegan	166	124	180	88	4,500		1	2
Dowagiac	Cass	1,198	985	199	95	100,000	47,050 00	4	21
Downington	Sanilac	98	87	200	53	3,000			1
Drenthe	Ottawa	104	70	180	95	2,500		1	1
Dryden	Lapeer	129	75	200	86	2,000		2	1
Dundee	Monroe	372	269	180	89	20,000		1	8
Durand	Shiawassee	506	469	200	90	20,000	4,500 00	3	10
East Grand Rapids	Kent	123	113	190	57	4,000	2,500 00	1	1
East Jordan	Charlevoix	442	379	180	88	15,000	4,200 00	1	9
Eastlake	Manistee	760	416	200	91	6,500		1	7
East Tawas	Iosco	604	449	180	85	600		1	9
Eaton Rapids	Eaton	496	473	195	95	17,000	1,000 00	2	12
Eau Claire	Berrien	135	89	180	85	6,000	1,200 00	1	3
Ecorse Tp. 1	Wayne	398	315	200	35	16,000	5,856 00	1	5
Ecorse Tp. 3	Wayne	281	116	200	84	10,000		1	4
Edenville	Midland	133	88	180	57	1,500	800 00	1	1
Edmore	Montcalm	281	254	190	90	3,000		1	4
Edwardsburg	Cass	95	73	180	56	3,000		2	2
Elk Rapids	Antrim	606	528	180	75	30,000	11,000 00	2	15
Elkton	Huron	312	258	200	68	10,000	5,400 00	1	4
Elk Tp. 4 fr	Sanilac	94	66	180	69	1,000			1
Elm Hall	Gratiot	104	92	180	70	2,500		1	1

TABLE XVI—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
20	90	$1,150 00	$3,091 25	$57 50	$34 35	$4,241 25	$6,645 06	15	$99 54
10	30	850 00	1,050 00	85 00	35 00	1,900 00	2,961 17	15	92 55
9	18	450 00	640 00	50 00	35 55	1,090 00	1,189 17	1	5 78
9	18	600 00	495 00	66 67	27 50	1,095 00	2,034 50	20	103 50
9	27	585 00	900 00	65 00	33 33	1,485 00	2,118 03	10	142 13
9.5	57	900 00	1,909 50	94 74	33 50	2,809 50	3,433 08	21	210 59
20	40	1,150 00	1,500 00	57 50	37 50	2,650 00	3,629 50	69	458 72
40	250	3,280 00	11,145 70	82 00	44 58	14,425 70	24,917 08	46	447 36
20	60	1,150 00	2,150 00	57 50	35 83	3,300 00	4,404 73	5	53 25
9	43.5	585 00	1,394 50	65 00	32 06	1,979 50	2,880 92	17	202 43
9	54	600 00	2,115 00	66 67	39 17	2,715 00	3,428 68	11	87 83
10	40	600 00	1,200 00	60 00	30 00	1,800 00	2,647 49	22	139 84
.....	18	.....	567 00	.....	31 50	567 00	1,048 01	1	.....
20	30	1,100 00	1,050 00	55 00	35 00	2,150 00	3,096 19	30	257 08
.....	18	.....	585 00	.....	32 50	585 00	703 56	2	.....
10.5	70	970 00	2,750 00	92 38	39 29	3,720 00	5,298 14	26	276 09
19	28.5	932 50	997 50	49 08	35 00	1,930 00	2,370 39	30	206 42
10	20	500 00	650 00	50 00	32 50	1,150 00	1,546 07	.....	.....
9	18	450 00	540 00	50 00	30 00	990 00	1,289 00	6	37 00
10	120	1,100 00	4,260 00	110 00	35 50	5,360 00	9,033 41	31	225 00
9.5	28.5	550 00	1,064 00	57 90	37 61	1,614 00	3,189 68	13	49 56
10	60	800 00	2,190 00	80 00	36 50	2,990 00	3,910 43	14	107 64
9	9	495 00	270 00	55 00	30 00	765 00	1,211 28	15	84 50
10	230	1,550 00	11,826 00	155 00	51 42	13,376 00	27,846 00	.....	.....
9	18	450 00	630 00	50 00	35 00	1,080 00	1,304 42	1	.....
13	27	740 00	810 00	56 92	30 00	1,550 00	2,801 59	22	135 40
10	50	600 00	1,500 00	60 00	30 00	2,100 00	3,577 66	21	266 30
10	53	750 00	1,830 00	75 00	34 53	2,580 00	3,604 21	7	52 00
19	64.5	1,380 00	2,272 00	72 63	35 22	3,652 00	4,859 03	33	252 00
9	18	540 00	540 00	60 00	30 00	1,080 00	1,666 28	8	66 95
9	36	600 00	1,071 00	66 67	29 75	1,671 00	2,079 29	18	110 75
35	310	3,475 00	13,150 00	99 29	42 42	16,625 00	69,359 22	8	71 00
10	45	650 00	1,400 00	65 00	31 11	2,050 00	3,425 41	5	.....
710	9770	84,275 00	690,566 62	118 70	70 68	774,841 62	1,154,742 21	113	.....
9	9	495 00	315 00	55 00	35 00	810 00	1,287 06	2	.....
9	63	855 00	2,205 00	95 00	35 00	3,060 00	4,716 89	27	316 20
9	18	450 00	585 00	50 00	32 50	1,035 00	1,257 74	20	139 05
4.5	13.5	180 00	418 50	40 00	31 00	598 50	674 82	.....	.....
9	18	540 00	630 00	60 00	35 00	1,170 00	1,927 05	4	5 00
40	209	2,875 00	8,901 25	71 87	42 59	11,776 25	34,140 70	57	473 80
.....	10	.....	450 00	.....	45 00	450 00	623 05	5	.....
9	8	405 00	248 00	45 00	31 00	653 00	981 36	.....	.....
20	10	930 00	350 00	46 50	35 00	1,280 00	1,664 23	13	90 08
9	72	720 00	2,540 00	80 00	35 28	3,260 00	4,886 35	21	271 00
30	100	1,750 00	3,560 00	58 33	35 60	5,310 00	9,508 00	16	89 60
9.5	9 5	475 00	332 50	50 00	35 00	807 50	3,176 84	.....	.....
9	74 5	850 00	2,861 00	94 44	38 40	3,711 00	5,264 99	17	98 25
10	60 2	700 00	2,706 00	70 00	44 95	3,406 00	4,645 04	.....	.....
9	81	801 00	2,925 00	89 00	36 11	3,726 00	5,944 18	5	.....
19.5	117	1,700 00	4,525 00	87 18	38 67	6,225 00	10,794 94	55	622 60
9	27	600 00	975 00	66 67	36 11	1,575 00	1,972 51	24	90 00
10	48.5	760 30	1,781 66	76 03	36 75	2,541 96	9,727 14	.....	.....
10	40	575 00	1,400 00	57 50	35 00	1,975 00	2,320 58	.....	.....
9	9	405 00	297 00	45 00	33 00	702 00	1,058 70	.....	.....
9.5	38	651 00	1,377 50	68 52	36 25	2,028 50	2,768 30	11	79 50
18	18	900 00	540 00	50 00	30 00	1,440 00	1,954 33	33	151 40
16	126	1,688 85	4,985 35	105 55	39 57	6,673 85	10,019 80	12	100 00
10	40	800 00	1,120 00	80 00	28 00	1,920 00	3,102 87	14	32 84
.....	9	.....	405 00	.....	45 00	405 00	550 63	.....	.....
9	9	382 46	253 40	42 50	28 15	635 86	835 86	4	24 10

TABLE XVI—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of day's school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Elmira	Otsego	153	126	180	58	$1,000		2	1
Elsie	Clinton	197	188	190	85	2,500	$15,000 00	1	4
Empire	Leelanau	222	182	180	92	5,000	800 00	1	3
Erie	Monroe	157	134	180	62	4,000		2	1
Escanaba	Delta	3,391	2,387	200	93	115,000	64,800 00	4	64
Essexville	Bay	528	162	200	95	7,000		1	3
Estey	Gladwin	107	73	170	71	1,300			2
Evangeline Tp. 7	Charlevoix	134	107	180	50	3,300	3,000 00		2
Evart	Osceola	459	414	200	90	15,000	3,500 00	1	11
Farmington	Oakland	186	141	200	92	5,500		1	3
Farwell	Clare	267	219	180	69	3,300		1	4
Fennville	Allegan	256	217	180	67	4,000		1	6
Fenton	Genesee	603	515	200	90	75,000	5,500 00	2	12
Ferrysburg	Ottawa	159	110	180	86	1,600		1	1
Fife Lake	Grand Traverse	154	137	175	70	4,000		1	2
Fillmore Tp. 1	Allegan	166	92	180	79	2,000		2	1
Fillmore Tp. 2	Allegan	102	124	180	51	2,600		1	1
Fillmore Tp. 3	Allegan	79	58	180	80	800			2
Flat Rock	Wayne	173	159	200	92	12,000		1	7
Flint	Genesee	3,235	2,562	200	94	300,000	81,000 00	5	68
Flushing	Genesee	229	190	200	60	9,000		2	4
Ford River	Delta	267	183	194	60	3,500		1	4
Forest Grove	Ottawa	112	92	180	68	1,500		1	1
Forestville	Sanilac	105	75	180	64	1,200	88 60	1	1
Fostoria	Tuscola	126	88	200	67	3,600		1	2
Fowlerville	Livingston	263	199	200	89	10,000		1	6
Frankfort	Benzie	629	584	180	86	20,000	13,000 00	1	12
Fremont	Newaygo	452	378	200	93	18,000		2	13
Freeport	Barry	172	170	180	75	3,000		3	2
Frontier	Hillsdale	94	76	180	71	3,000		2	2
Fruitport	Muskegon	134	98	200	62	2,000		1	1
Gagetown	Tuscola	168	58	200	53	3,000			2
Gaines	Genesee	96	86	200	91	6,000	100 00	1	2
Galesburg	Kalamazoo	153	119	180	92	12,000		1	5
Galien	Berrien	175	137	176	86	5,000		1	3
Gaylord	Otsego	527	389	190	76	10,000	1,000 00	1	9
Gladstone	Delta	965	838	200	97	21,000		1	16
Gladwin	Gladwin	304	296	200	80	4,000		1	4
Gobleville	Van Buren	196	161	190	86	4,400		1	4
Goodrich	Genesee	83	68	200	92	2,000		1	1
Graafschap	Allegan	151	111	160	61	1,400		2	2
Grand Haven	Ottawa	1,600	1,100	200	97	90,000	30,000 00	2	28
Grand Junction	Van Buren	102	75	180	70	3,000		1	1
Grand Ledge 9 fr	Eaton	278	262	200	96	10,000		2	8
Grand Ledge 11 fr	Eaton	236	227	200	70	10,000		1	4
Grand Rapids	Kent	26,602	15,484	195	93	1,356,200	218,000 00	23	395
Grandville	Kent	233	176	200	88	10,000		1	5
Grant	Newaygo	119	100	180	85	1,200		1	1
Grass Lake	Jackson	202	168	200	88	10,000	1,150 00	1	7
Grattan	Kent	95	75	180	53	1,400			2
Grayling	Crawford	447	399	200	89	10,000		1	9
Greenville	Montcalm	876	1,088	200	63	30,000		3	18
Grindstone City	Huron	234	177	195	60	1,200		2	3
Grosse Isle	Wayne	258	112	200	81	9,000		2	3
Grosse Pointe Tp. 1	Wayne	240	117	200	84	12,000	13,000 00	2	
Hadley	Lapeer	101	72	190	74	2,500		1	2
Halfway	Macomb	172	84	200	63	3,000		1	1
Hamilton	Allegan	120	76	180	83	1,000		1	1
Hamtramck Tp. 3	Wayne	133	69	173	79	2,500	1,000 00		2
Hancock	Houghton	1,787	1,375	198	97	100,000	12,000 00	3	21

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
18	9	$810 00	$342 00	$45 00	$38 00	$1,152 00	$1,377 40	5	$2 00
9.5	38	617 50	1,073 50	65 00	28 25	1,691 00	20,743 53	25	193 80
9	27	700 00	945 00	77 78	35 00	1,645 00	2,283 15	.....	.....
18	9	810 00	225 00	45 00	25 00	1,035 00	1,579 03	2	2 00
33	505	2,992 75	23,269 17	90 69	46 08	26,261 92	70,200 48	6	175 00
10	30	700 00	1,200 00	70 00	40 00	1,900 00	3,362 95	2	.....
.....	17	.....	555 00	.....	32 65	555 00	889 50	3	.....
.....	18	.....	697 50	.....	38 75	697 50	4,355 42	.....	.....
10	110	1,000 00	4,100 00	100 00	37 27	5,100 00	7,848 87	16	114 50
10	30	600 00	725 00	60 00	24 17	1,325 00	2,465 61	20	375 50
9	36	540 00	1,161 00	60 00	32 25	1,701 00	2,168 36	14	44 55
9	36	750 00	1,314 00	83 33	36 50	2,064 00	2,944 12	25	171 57
20	120	1,500 00	5,125 00	75 00	42 71	6,625 00	14,985 87	64	613 03
9	9	495 00	315 00	55 00	35 00	810 00	1,116 66	.....	.....
9	18	495 00	630 00	55 00	35 00	1,125 00	1,392 53	4	.....
8.7	9	395 60	225 00	45 48	25 00	620 60	906 39	3	.....
9	9	432 00	315 00	48 00	35 00	747 00	980 44	.....	.....
.....	16	.....	490 00	.....	30 62	490 00	632 87	.....	.....
10	40	700 00	1,430 00	70 00	35 75	2,130 00	2,957 24	11	110 50
50	690	5,205 00	30,806 55	104 10	45 30	36,011 55	71,750 62	73	1,640 50
20	40	1,400 00	1,350 00	70 00	33 75	2,750 00	4,472 98	23	284 90
1	29	50 00	1,375 00	50 00	47 41	1,425 00	2,135 98	.....	.....
9	9	450 00	270 00	50 00	30 00	720 00	864 71	2	3 00
9	5	405 00	150 00	45 00	30 00	555 00	737 41	.....	.....
10	20	470 00	600 00	47 00	30 00	1,070 00	1,389 40	20	85 30
10	60	850 00	2,110 00	85 00	35 17	2,960 00	4,431 07	48	602 86
10	120	1,000 00	4,600 00	100 00	38 33	5,600 00	9,471 42	4	28 00
13	89.8	1,020 00	3,205 00	78 46	35 72	4,225 00	5,062 93	20	172 68
18	18	769 70	559 00	42 76	31 05	1,328 70	1,765 47	6	52 30
18	9	892 50	225 00	49 08	25 00	1,117 50	1,836 43	31	211 90
10	10	700 00	450 00	70 00	45 00	1,150 00	1,450 17	2	.....
.....	20	.....	905 00	.....	45 25	905 00	1,235 59	4	22 50
10	20	600 00	650 00	60 00	32 50	1,250 00	1,978 75	12	123 66
9	45	950 00	1,512 00	105 56	33 60	2,462 00	3,449 35	57	519 25
9	27	540 00	1,012 50	60 00	37 50	1,552 50	2,091 51	16	118 16
9.5	85.5	895 00	3,251 00	94 21	38 02	4,146 00	5,470 64	17	23 29
10	160	1,100 00	7,400 00	110 00	46 25	8,500 00	12,179 01	.....	.....
10	40	600 00	1,400 00	60 00	35 00	2,000 00	2,904 22	40	226 87
9.5	38	550 00	1,235 00	57 90	32 50	1,785 00	2,320 63	29	203 41
10	10	600 00	350 00	60 00	35 00	950 00	1,049 22	12	80 25
3.5	12.5	146 25	460 00	41 79	36 80	606 25	788 69	7	.....
20	280	2,300 00	10,974 51	115 00	39 19	13,274 51	22,632 48	30	206 45
9	9	360 00	315 00	40 00	35 00	675 00	999 39	7	21 50
20	70	1,434 25	2,450 00	71 71	35 00	3,884 25	5,305 05	18	229 58
10	40	650 00	1,400 00	65 00	35 00	2,050 00	2,934 04	3	11 20
230	3,950	21,496 25	263,353 05	93 46	66 67	284,849 30	417,254 77	178	2,345 65
10	40	700 00	1,013 50	70 00	25 34	1,713 50	2,466 34	32	234 65
9	9	472 50	270 00	52 50	30 00	742 50	847 20	2	.....
10	60	700 00	1,750 00	70 00	29 17	2,450 00	4,148 41	35	409 80
.....	16	.....	630 00	.....	39 38	630 00	737 73	4	12 00
10	90	900 00	3,450 00	90 00	38 33	4,350 00	6,042 22	.....	.....
30	180	2,550 00	7,790 00	85 00	43 28	10,340 00	14,031 05	52	918 23
10	20	574 50	641 86	57 45	32 09	1,216 36	1,440 47	.....	.....
10	30	600 00	1,250 00	60 00	41 67	1,850 00	2,996 11	.....	.....
20	.....	950 00	.....	47 50	.....	950 00	4,007 89	.....	.....
9.5	19	600 00	570 00	63 16	30 00	1,170 00	1,692 25	32	211 80
10	6	450 00	180 00	45 00	30 00	630 00	867 45	.....	.....
9	9	405 00	225 00	45 00	25 00	630 00	730 01	5	3 00
.....	18	.....	585 00	.....	32 50	585 00	827 32	7	2 40
30	210	3,400 00	10,094 75	113 33	48 07	13,494 75	20,071 89	20	743 90

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of day's school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Hanover	Jackson	116	75	200	71	$6,000		1	3
Harbor Beach	Huron	471	310	189	81	25,000	$14,500 00	1	8
Harbor Springs	Emmet	460	314	180	86	10,000		1	9
Harrietta	Wexford	147	95	180	87	3,500		1	2
Harrison	Clare	167	152	180	79	5,000		1	3
Harrisville	Alcona	201	169	180	74	3,000		1	3
Hart	Oceana	483	411	180	92	30,000	4,000 00	1	10
Hartford	Van Buren	361	316	180	90	15,000	12,000 00	1	6
Hastings	Barry	755	610	195	97	70,000		3	16
Hersey	Osceola	129	103	196	85	3,500		1	5
Hesperia	Newaygo	190	151	180	77	8,000		1	4
Highland Park	Wayne	195	117	200	89	12,500	6,000 00	1	3
Hillsdale	Hillsdale	1,067	973	190	96	60,000	30,100 00	3	23
Holland	Ottawa	2,579	1,732	192	96	100,000	20,000 00	2	37
Holland Tp. 3	Ottawa	148	116	200	71	2,000		1	1
Holland Tp. 4	Ottawa	113	70	200	63	1,200			1
Holland Tp. 6	Ottawa	138	93	180	63	1,400			2
Holland Tp. 9	Ottawa	103	103	200	70	2,200		2	1
Holland Tp. 11 fr	Ottawa	98	81	178	70	1,000		1	
Holly	Oakland	404	350	200	85	15,300		1	8
Holt	Ingham	132	103	200	71	2,500		1	2
Holton	Muskegon	100	70	179	64	2,000			3
Homer	Calhoun	252	242	190	94	15,000		1	8
Honor	Benzie	164	147	200	64	3,500	200 00	1	3
Hopkins Station	Allegan	121	100	172	85	2,000		1	2
Horton	Jackson	74	78	190	78	4,000		1	2
Houghton	Houghton	1,655	1,150	200	98	125,000	40,000 00	6	36
Howard City	Montcalm	443	376	190	81	5,000		1	8
Howell	Livingston	559	524	200	86	35,000		1	16
Hubbardston	Ionia	147	85	177	88	4,500		1	2
Hudson	Lenawee	574	511	190	88	25,600		1	15
Hudsonville	Ottawa	149	134	180	78	2,000		1	1
Hume Tp. 1	Huron	79	79	200	42	800			1
Imlay City	Lapeer	404	360	200	89	10,000		1	7
Ionia	Ionia	1,509	1,067	196	98	65,000		2	29
Iron Mountain	Dickinson	3,205	2,566	190	94	160,000	38,000 00	6	55
Iron River	Iron	576	328	175	74	32,000	25,000 00	1	11
Ironwood	Gogebic	3,343	2,586	200	85	175,000	46,000 00	4	57
Ishpeming	Marquette	3,974	3,200	185	96	200,000	58,000 00	3	69
Ithaca	Gratiot	571	520	189	92	25,000	6,000 00	1	12
Jackson	Jackson	5,795	3,822	195	95	150,000	31,800 00	8	90
Jamestown	Ottawa	164	130	180	84	2,000		1	1
Jennings	Missaukee	336	303	190	75	7,500			6
Jerome	Hillsdale	98	62	180	60	1,000		1	1
Jonesville	Hillsdale	319	315	200	94	30,000		1	7
Kalamazoo	Kalamazoo	6,549	3,851	185	94	522,200	70,000 00	10	104
Kalamazoo Tp. 6 fr	Kalamazoo	95	60	180	80	2,400			2
Kalkaska	Kalkaska	400	357	176	70	25,000	12,000 00	1	9
Kendall	Van Buren	78	62	180	57	1,200		1	2
Kilmanagh	Huron	206	136	180	66	2,000		1	1
Kingsley	Grand Traverse	209	155	180	71	5,000		1	2
Kingston	Tuscola	169	124	200	88	600	4,500 00	1	1
Koehville Tp. 6	Saginaw	107	69	180	80	1,500			2
Kraft	Wayne	617	337	200	90	20,000	15,000 00	1	8
Laingsburg	Shiawassee	175	140	200	90	5,000		2	3
Lake Ann	Benzie	87	73	180	88	3,500		1	1
Lake City	Missaukee	245	238	180	69	2,000	10,168 00	1	6
Lake Linden	Houghton	1,865	854	196	98	43,000		1	26
Lake Odessa	Ionia	342	318	186	90	11,000	1,000 00	1	8
Lakeview	Montcalm	326	308	190	74	3,000		1	7

TABLE XVI.—Continued.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
10	30	$500 00	$950 00	$50 00	$31 67	$1,450 00	$2,003 36	32	$352 75
10	70	1,000 00	2,560 00	100 00	36 57	3,560 00	6,414 60	7	74 75
9	81	925 00	3,313 00	102 78	40 90	4,238 00	5,964 09	12	26 00
9	18	477 00	630 00	53 00	35 00	1,107 00	1,476 53	2	.....
9	27	525 00	855 00	58 33	31 67	1,380 00	1,680 97	5	.....
9	27	500 00	1,080 00	55 56	40 00	1,580 00	2,222 07	3	.....
9	89.2	900 00	3,180 00	100 00	35 63	4,080 00	11,139 43	39	251 00
9	54	900 00	2,092 50	100 00	38 75	2,992 50	7,961 08	49	498 52
30	160	2,550 00	6,150 00	85 00	38 44	8,700 00	12,356 37	43	600 00
10	28	600 00	946 00	60 00	33 78	1,546 00	2,062 02	7	65 00
9	36	540 00	1,219 50	60 00	33 87	1,759 50	2,234 25	21	188 07
10	30	800 00	1,415 00	80 00	47 17	2,215 00	4,393 83	15	121 04
28.5	218.5	2,520 50	8,669 20	88 44	39 67	11,189 70	32,062 33	64	788 38
20	370	3,065 00	14,212 25	153 25	38 41	17,277 25	31,864 48	57	181 00
10	10	550 00	300 00	55 00	30 00	850 00	1,089 62	.....	.....
.....	10	.....	350 00	.....	35 00	350 00	574 57	2	.....
.....	18	.....	540 00	.....	30 00	540 00	774 35	.....	.....
10	10	450 00	280 00	45 00	28 00	730 00	972 36	.....	.....
9	.....	315 00	.....	35 00	.....	315 00	497 94	.....	.....
10	80	1,000 00	2,730 00	100 00	34 12	3,730 00	4,724 37	28	172 05
10	20	450 00	580 00	45 00	29 00	1,030 00	1,306 61	9	34 25
.....	18	.....	623 25	.....	34 62	623 25	682 20	.....	.....
9.5	76	750 00	2,675 00	78 95	35 20	3,425 00	5,165 80	30	361 70
10	30	555 50	1,050 00	55 55	35 00	1,605 50	2,290 39	10	25 68
9	18	550 00	540 00	61 11	30 00	1,090 00	1,458 63	17	116 40
9.5	19	700 00	570 00	73 68	30 00	1,270 00	1,742 18	14	117 75
42	327.7	4,590 00	16,214 75	109 29	49 48	20,804 75	37,727 59	14	696 40
9.5	76	850 00	2,641 25	89 47	34 75	3,491 25	6,414 59	14	53 50
10	160	1,300 00	5,660 00	130 00	35 38	6,960 00	10,919 76	73	955 20
9	18	585 00	630 00	65 00	35 00	1,215 00	1,594 96	19	124 25
9.5	142.5	1,250 00	5,641 00	131 58	39 58	6,891 00	9,532 03	50	532 35
9	9	450 00	315 00	50 00	35 00	765 00	912 66	6	.....
.....	10	.....	400 00	.....	40 00	400 00	482 77	.....	.....
10	70	900 00	2,548 50	90 00	36 40	3,448 50	4,392 63	19	207 13
20	290	1,850 00	12,650 15	92 50	43 02	14,500 15	20,692 58	135	1,040 96
57	495	6,260 75	29,195 94	109 83	58 98	35,456 69	75,427 89	2	30 00
10	104	1,044 75	4,685 00	104 47	45 05	5,729 75	15,271 84	.....	.....
40	570	4,550 00	27,291 63	113 75	47 88	31,841 63	77,981 57	.....	.....
28.5	655.5	4,700 00	37,342 05	164 91	56 97	42,042 05	67,022 53	5	.....
9.5	114	1,100 00	4,425 00	115 79	38 81	5,525 00	8,677 77	33	304 69
70	900	9,000 00	46,399 08	128 57	51 55	55,399 08	103,794 51	45	672 11
9	9	450 00	270 00	50 00	30 00	720 00	918 58	.....	.....
.....	57	.....	2,280 00	.....	40 00	2,280 00	4,370 04	.....	.....
9	9	405 00	270 00	45 00	30 00	675 00	776 79	1	.....
10	70	1,000 00	2,780 00	100 00	39 71	3,780 00	5,328 33	33	312 00
100	1030	10,204 37	53,215 73	102 04	51 67	63,420 10	119,928 39	98	659 36
.....	18	.....	567 00	.....	31 50	567 00	962 82	.....	.....
9	77.5	900 00	2,997 50	100 00	36 10	3,897 50	19,499 65	16	164 00
8.2	9.2	337 50	280 25	41 16	30 46	617 75	809 34	5	9 00
9	8.8	450 00	272 80	50 00	31 18	722 80	1,047 11	7	6 25
9	18	540 00	630 00	60 00	35 00	1,170 00	1,656 67	6	50 88
10	10	525 00	300 00	52 50	30 00	825 00	1,138 22	5	.....
.....	18	.....	585 00	.....	32 50	585 00	872 92	1	5 00
10	70	725 00	2,576 38	72 50	36 80	3,301 38	6,018 83	12	61 02
20	30	1,050 00	1,025 00	52 50	34 17	2,075 00	2,512 02	25	236 96
9	9	432 00	360 00	48 00	40 00	792 00	1,105 11	4	.....
9	45.5	495 00	1,637 50	55 00	36 00	2,132 50	4,206 99	8	9 00
10	250	1,800 00	14,193 38	180 00	56 77	15,993 38	24,070 48	11	344 00
9.5	75.8	800 00	2,609 00	84 21	34 40	3,409 00	4,997 19	49	400 28
9.5	66.5	800 10	2,213 00	84 22	33 28	3,013 10	3,575 11	23	195 04

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of day's school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
L'Anse	Baraga	539	395	178	80	$12,600		3	8
Lansing	Ingham	4,619	3,364	190	95	167,000	$5,000 00	5	80
Lapeer	Lapeer	701	615	200	90	24,500		1	19
Lawrence	Van Buren	195	170	180	91	8,000		1	6
Lawton	Van Buren	226	154	180	90	9,000		1	6
Leitch	Sanilac	83	63	195	52	800			1
Leland	Leelanau	98	72	160	60	2,000		1	1
Lenox	Macomb	178	101	180	52	1,200		1	1
Leonard	Oakland	129	99	200	66	4,000		1	2
Le Roy	Osceola	196	160	175	85	5,000		1	3
Leslie	Ingham	267	250	200	78	10,000		1	5
Levering	Emmet	127	93	183	62	3,500	2,725 00	1	1
Lexington	Sanilac	165	150	200	87	10,000		2	6
Lincoln Tp. 4	Berrien	120	78	140	68	4,000	1,400 00	1	1
Linden	Genesee	206	150	200	67	4,000		1	3
Lisbon	Ottawa	132	71	175	80	1,500		1	2
Litchfield	Hillsdale	170	110	180	93	10,000		1	3
Lowell	Kent	591	473	200	91	18,000	500 00	1	14
Lucas	Missaukee	137	110	180	57	1,100		1	1
Ludington	Mason	2,598	1,730	180	94	100,000	8,000 00	3	43
Luther	Lake	253	232	190	90	4,500		1	5
Lyons	Ionia	169	125	180	90	5,000		1	4
McBain	Missaukee	235	170	180	80	5,000	300 00	1	5
McBride	Montcalm	155	126	190	80	2,000		2	1
McMillan Tp	Luce	559	570	200	91	15,000		3	13
McMillan Tp	Ontonagon	203	193	173	75	8,000		1	8
Mackinac Island	Mackinac	247	156	160	92	10,000		1	3
Mackinaw City	Cheboygan	218	160	180	77	5,500		1	4
Mancelona	Antrim	545	514	175	87	24,000	4,000 00	3	10
Manchester	Washtenaw	350	292	194	95	20,000		1	8
Manistee	Manistee	4,300	2,586	200	93	132,000	15,000 00	4	71
Manistique	Schoolcraft	1,404	975	200	93	70,000		2	26
Manton	Wexford	339	303	170	61	10,000	800 00	1	7
Maple Rapids	Clinton	174	141	200	80	3,000		3	2
Maple Ridge	Arenac	101	73	180	68	1,300	400 00	1	1
Marcellus	Cass	238	231	176	86	18,000		1	6
Marine City	St. Clair	1,194	637	200	94	59,000	25,000 00	2	14
Marion	Osceola	267	232	180	75	5,000		1	4
Marlette	Sanilac	377	301	200	93	15,000	8,500 00	2	10
Marquette	Marquette	3,202	1,957	196	96	281,000	90,000 00	7	46
Marshall	Calhoun	1,002	759	195	96	125,000	19,000 00	3	23
Martin	Allegan	139	116	190	90	5,000		1	3
Marysville	St. Clair	130	78	180	81	1,800		1	1
Mason	Ingham	416	397	200	94	45,000	28,000 00	1	10
Mattawan	Van Buren	112	95	180	83	6,000		1	1
Mayville	Tuscola	256	236	200	92	10,000	5,400 00	1	4
Mecosta	Mecosta	167	132	200	70	2,500		1	2
Memphis	Macomb	220	157	196	51	5,000		1	3
Mendon	St. Joseph	226	194	180	85	12,000		2	5
Menominee	Menominee	4,158	2,834	190	94	160,000	35,000 00	6	52
Mesick	Wexford	150	91	180	75	2,500	20 83		3
Metamora	Lapeer	98	88	200	84	3,500		1	2
Michigamme	Marquette	324	256	200	90	9,000		1	6
Middleton	Gratiot	144	113	180	67	2,500		1	1
Middleville	Barry	217	158	190	94	20,000		1	6
Midland	Midland	679	653	196	96	45,000		2	14
Milan	Washtenaw	299	202	180	88	20,000	12,000 00	2	7
Milford	Oakland	229	190	200	80	14,000		1	8
Millburg	Berrien	123	88	180	72	2,500		1	2
Mill Creek	Kent	156	118	180	74	1,500			2

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
28.7	73.8	$2,472 00	$3,528 75	$85 98	$47 85	$6,000 75	$10,426 52	.....	.....
47.5	760	5,538 90	36,369 50	116 61	47 85	41,908 40	67,376 21	65	$864 98
10	190	1,100 00	7,768 00	110 00	40 88	8,868 00	12,299 75	41	471 70
9	45	900 00	1,623 00	100 00	36 07	2,523 00	3,640 42	43	365 25
9	45	700 00	1,566 00	77 78	34 80	2,266 00	3,424 40	36	220 75
.....	10	.....	350 00	.....	35 00	350 00	476 00	1	.....
8	8	400 00	240 00	50 00	30 00	640 00	931 17	2	.....
9	9	450 00	270 00	50 00	30 00	720 00	876 92	.....	.....
10	20	450 00	500 00	45 00	25 00	950 00	1,480 49	7	37 25
9	27	540 00	990 00	60 00	36 67	1,530 00	2,475 81	5	18 00
10	50	900 00	1,900 00	90 00	38 00	2,800 00	3,825 84	20	149 60
9.2	9	415 05	355 75	45 36	39 53	770 80	1,763 61	10	.....
11.8	37.5	761 25	1,314 25	64 79	35 00	2,075 50	2,814 26	13	70 61
7	6.2	350 00	168 75	50 00	27 00	518 75	678 74	3	10 35
10	30	600 00	1,000 00	60 00	33 33	1,600 00	2,898 29	10	48 25
9	18	450 00	504 00	50 00	28 00	954 00	1,051 11	7	57 75
9	27	600 00	936 00	66 67	34 66	1,536 00	2,387 21	30	255 45
10	124.5	1,100 00	3,793 00	110 00	30 47	4,893 00	8,496 53	32	295 87
9	9	450 00	270 00	50 00	30 00	720 00	927 65	.....	.....
28.5	408.5	2,300 00	18,478 00	80 70	45 23	20,778 00	35,409 28	36	459 70
9.5	40.5	600 00	1,301 25	63 16	32 13	1,901 25	2,926 05	5	16 00
9	36	600 00	1,116 00	66 67	31 00	1,716 00	2,156 95	16	88 00
9	44	585 00	1,550 50	65 00	35 24	2,135 50	3,115 35	3	.....
19	9.5	982 50	285 00	51 71	30 00	1,267 50	1,635 67	18	135 08
22	130	2,170 00	5,494 50	98 64	42 26	7,664 50	16,959 89	5	.....
9	72	675 00	3,600 00	75 00	50 00	4,275 00	5,570 73	.....	.....
8	24	800 00	1,400 00	100 00	58 33	2,200 00	2,804 06	.....	.....
9	35.5	630 00	1,070 00	70 00	30 14	1,700 00	2,110 03	.....	.....
27	86.5	1,425 00	3,125 00	52 78	36 13	4,550 00	14,398 94	11	77 30
10	80	1,000 00	2,510 00	100 00	31 38	3,510 00	4,881 20	36	420 82
40	710	3,675 00	32,335 81	91 88	45 54	36,010 81	52,137 97	47	566 87
20	255	2,200 00	11,820 50	110 00	46 35	14,020 50	40,158 43	.....	.....
9.5	62 5	665 00	2,160 00	70 00	34 56	2,825 00	4,079 35	21	162 59
19.7	20	939 50	600 00	47 69	30 00	1,539 50	3,083 71	8	30 20
9	9	337 50	225 00	37 50	25 00	562 50	799 17	2	1 37
9	52.5	800 00	2,005 00	88 89	38 19	2,805 00	3,538 87	41	335 99
20	140	1,750 00	5,462 00	87 50	39 02	7,212 00	15,725 34	18	145 12
9	36	550 00	1,188 00	61 11	33 00	1,738 00	3,687 86	10	74 32
20	70	1,300 00	2,530 00	65 00	36 14	3,830 00	5,665 95	46	377 81
70	455	8,100 00	23,982 38	115 71	52 71	32,082 38	54,396 19	.....	.....
30	230	2,990 00	9,155 00	99 67	39 80	12,145 00	17,440 18	61	914 25
9.5	28.5	625 00	1,140 00	65 79	40 00	1,765 00	2,023 81	14	150 62
9	9	360 00	225 00	40 00	25 00	585 00	776 98	1	2 00
10	100	1,050 00	3,844 30	105 00	38 44	4,894 30	9,644 65	56	414 25
9	9	360 00	252 00	40 00	28 00	612 00	1,647 23	3	.....
10	40	650 00	1,450 00	65 00	36 25	2,100 00	3,301 84	22	126 00
10	20	500 00	630 00	50 00	31 50	1,130 00	1,747 78	8	15 00
10	30	650 00	1,150 00	65 00	38 33	1,800 00	2,728 62	14	148 63
17	44.9	980 00	1,499 80	57 65	33 40	2,479 80	3,285 44	32	477 37
57	494	5,380 25	23,870 14	94 39	48 32	29,250 39	46,136 94	17	118 46
.....	27	.....	1,024 00	.....	37 93	1,024 00	1,795 61	9	9 32
10	20	625 00	620 00	62 50	31 00	1,245 00	1,713 43	11	64 75
10	60	1,000 00	2,700 00	100 00	45 00	3,700 00	7,033 53	4	.....
9	9	432 00	270 00	48 00	30 00	702 00	857 19	5	37 00
10	60	800 00	1,950 00	80 00	32 50	2,750 00	4,023 58	26	232 40
20	140	1,550 00	5,447 50	77 50	38 91	6,997 50	9,869 26	35	133 35
18	63	1,110 00	2,250 00	61 67	35 71	3,360 00	5,086 12	28	369 59
10	70	900 00	2,215 00	90 00	31 64	3,115 00	4,292 37	32	248 91
8	17	400 00	539 00	50 00	31 71	939 00	1,307 47	6	20 50
.....	18	.....	657 00	.....	36 50	657 00	936 74	.....	.....

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of day's school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Millersburg	Presque Isle	236	212	200	48	$5,000	$1,600 00	1	3
Millington	Tuscola	194	189	200	85	7,000	68 90	1	4
Minden City	Sanilac	189	133	180	70	2,500		1	1
Monguagon Tp. 3	Wayne	206	150	200	90	12,000	8,085 95	1	2
Monroe	Monroe	1,812	738	190	91	38,000	9,000 00	3	17
Montague	Muskegon	308	258	180	92	20,000		4	6
Morenci	Lenawee	301	255	180	82	11,500		1	6
Morley	Mecosta	132	104	180	88	4,300		1	2
Morrice	Shiawassee	144	94	190	99	4,000	175 00	1	3
Moscow	Hillsdale	77	78	180	65	1,000		1	1
Mt. Clemens	Macomb	2,142	1,868	200	94	90,000	27,000 00	3	28
Mt. Morris	Genesee	204	146	200	76	5,000		1	3
Mt. Pleasant	Isabella	1,055	505	200	91	29,300	10,500 00	3	14
Muir	Ionia	120	103	180	79	6,000		1	3
Mulliken	Eaton	113	87	178	90	4,000		1	3
Munising Tp	Alger	735	614	168	95	12,200	2,000 00	2	18
Muskegon	Muskegon	6,990	5,869	200	94	1,220,499	145,000 00	13	107
Muskegon Heights	Muskegon	304	285	200	73	14,000	3,000 00	1	8
Napoleon	Jackson	95	86	190	70	5,000		2	3
Nashville	Barry	355	273	197	91	25,000	11,500 00	2	8
Negaunee	Marquette	2,073	1,377	200	95	60,000	18,000 00	3	32
Newaygo	Newaygo	417	378	190	92	15,000	2,000 00	1	8
New Baltimore	Macomb	234	121	200	77	20,000		1	3
New Buffalo	Berrien	201	181	180	94	4,000		1	3
New Haven	Macomb	167	134	180	83	2,000		2	3
New Holland	Ottawa	164	122	200	63	1,000		1	1
New Hudson	Oakland	66	54	180	83	2,000		1	1
New Troy	Berrien	200	168	156	60	3,000	100 00	1	2
Niles	Berrien	1,254	991	187	97	60,000	6,000 00	2	24
Noordeloos	Ottawa	105	71	179	70	1,600	500 00	1	1
North Adams	Hillsdale	128	104	190	88	10,000	500 00	1	3
North Branch	Lapeer	194	188	200	62	15,000	2,000 00	1	5
North Muskegon	Muskegon	175	107	155	75	800		1	1
Northport	Leelanau	291	250	180	86	6,500	1,500 00	2	4
North Star Tp. 1	Gratiot	90	82	180	69	2,000			2
Northville	Wayne	476	412	200	91	20,000		2	14
Norway	Dickinson	1,722	1,180	186	95	47,000	28,401 00	2	21
Nunica	Ottawa	114	84	179	88	2,500		1	1
Oakley	Saginaw	91	75	180	52	1,600		1	1
Okemos	Ingham	134	108	180	76	3,000		1	2
Old Mission	Grand Traverse	76	64	160	73	3,000		1	1
Olivet	Eaton	196	181	200	94	9,000		1	6
Omer	Arenac	205	186	180	75	6,000	2,800 00	1	4
Onaway	Presque Isle	691	496	200	83	17,000	13,500 00	3	9
Onekama	Manistee	174	122	174	80	2,000		1	2
Onondaga	Ingham	94	72	176	75	3,500	2,500 00	1	2
Ontonagon Tp	Ontonagon	561	476	200	85	28,000	5,200 00	2	16
Orion	Oakland	254	180	200	72	10,000	1,400 00	1	5
Ortonville	Oakland	105	94	200	90	2,000		1	2
Osceola Tp. 1	Houghton	2,024	1,381	196	89	140,000		3	32
Oscoda	Iosco	431	249	180	94	3,000			6
Osseo	Hillsdale	90	75	180	71	1,800		1	2
Otisville	Genesee	150	126	192	66	2,000		2	1
Otsego	Allegan	630	520	180	80	37,500	16,750 00	1	23
Otter Lake	Lapeer	99	65	173	77	1,100			2
Otto	Sanilac	92	72	200	40	1,000		1	
Overisel	Allegan	114	78	180	98	2,000		1	1
Ovid	Clinton	355	304	200	95	15,000		2	9
Owosso	Shiawassee	2,386	1,881	191	94	150,000	25,000 00	5	41
Oxford	Oakland	271	216	200	93	20,000		1	7

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
10	30	$550 00	$1,050 00	$55 00	$35 00	$1,600 00	$2,632 92	10	$8 00
10	37.2	600 00	1,129 00	60 00	30 31	1,729 00	2,788 21	26	165 00
9	9	495 00	270 00	55 00	30 00	765 00	1,018 02	10	13 50
10	20	500 00	600 00	50 00	30 00	1,100 00	2,809 13	.....	.....
30	170	2,650 00	6,850 00	88 33	40 29	9,500 00	19,472 87	64	830 24
28	44	1,396 00	1,297 50	49 86	29 49	2,693 50	3,888 08	25	124 75
9	54	800 00	1,755 00	88 89	32 50	2,555 00	3,959 03	29	191 00
9	18	540 00	540 00	60 00	30 00	1,080 00	1,376 03	12	71 70
9.5	28.5	570 00	855 00	60 00	30 00	1,425 00	3,137 06	8	38 75
9	9	385 00	257 00	42 78	27 77	642 00	957 69	3	18 75
30	280	3,800 00	11,090 50	126 67	39 61	14,890 50	26,263 47	22	210 91
10	30	700 00	960 00	70 00	32 00	1,660 00	2,147 75	34	270 80
30	140	2,550 00	6,075 00	85 00	43 39	8,625 00	13,920 33	42	290 46
9	27	540 00	810 00	60 00	30 00	1,350 00	1,826 08	12	49 25
4.5	22.2	225 00	842 50	50 00	37 86	1,067 50	1,488 74	2	54 50
20.0	176	1,650 00	8,950 00	82 50	50 85	10,600 00	16,255 69	2	.....
130	1,070	15,123 87	50,809 65	116 33	47 49	65,933 52	115,012 55	17	329 30
10	60	820 12	2,212 00	82 01	36 87	3,032 12	5,005 77	10	57 06
9.5	19	550 00	600 00	57 90	31 58	1,150 00	1,621 08	9	81 14
20	75	1,500 00	1,960 00	75 00	26 13	3,460 00	4,576 74	30	286 20
30	320	3,400 00	16,554 50	113 33	51 42	19,954 50	41,110 78	.....	.....
9.5	71.5	1,000 00	2,546 50	105 26	35 61	3,546 50	8,929 35	12	135 07
10	30	668 75	1,065 00	66 87	35 50	1,733 75	2,556 59	11	65 00
9	27	675 00	1,035 00	75 00	38 33	1,710 00	3,211 24	9	65 65
9.8	17.2	538 75	517 70	55 26	30 01	1,056 45	1,633 32	10	73 25
10	10	500 00	350 00	50 00	35 00	850 00	1,517 48	.....	.....
9	9	450 00	225 00	50 00	25 00	675 00	813 48	9	25 99
8	17	480 00	593 75	60 00	34 93	1,073 75	1,581 44	15	56 35
19	228	2,500 00	9,399 38	131 58	41 22	11,899 38	26,195 01	42	551 28
9	7	360 00	210 00	40 00	30 00	570 00	845 08	5	12 25
9.5	28.5	500 00	902 50	52 63	31 67	1,402 50	2,351 65	36	252 00
10	50	650 00	1,550 00	65 00	31 00	2,200 00	4,138 37	29	232 55
8	8	345 00	240 00	43 12	30 00	585 00	1,447 52	.....	.....
16	32	950 00	1,245 00	59 37	38 91	2,195 00	4,120 37	17	98 50
.....	18	.....	720 00	.....	40 00	720 00	1,026 31	17	43 30
10	99.2	1,125 00	4,137 37	112 50	41 71	5,262 37	6,801 13	30	412 69
10	199.5	2,346 38	10,277 53	123 49	51 52	12,623 91	23,789 42	11	.....
9	9	450 00	270 00	50 00	30 00	720 00	1,167 56	.....	.....
9	9	402 75	223 75	44 75	24 86	626 50	776 99	3	.....
9	18	450 00	630 00	30 00	35 00	1,080 00	1,640 70	12	57 80
8	8	400 00	240 00	50 00	30 00	640 00	876 40	.....	.....
10	60	700 00	1,925 00	70 00	32 08	2,625 00	3,165 28	40	348 85
9	33	495 00	893 75	55 00	27 08	1,388 75	2,549 60	.....	.....
30	83	1,550 00	2,890 00	51 67	34 82	4,440 00	7,153 68	16	15 00
9	18	495 00	630 00	55 00	35 00	1,125 00	1,463 26	6	20 25
9	9	405 00	270 00	45 00	30 00	675 00	4,059 53	.....	.....
20	149	1,650 00	6,745 00	82 50	45 27	8,395 00	9,790 31	.....	.....
10	45	600 00	1,425 00	60 00	31 67	2,025 00	2,981 42	26	147 50
10	20	700 00	620 00	70 00	31 00	1,320 00	1,601 04	27	183 45
30	301	2,625 00	15,179 45	87 50	50 43	17,804 45	27,571 07	.....	.....
.....	54	.....	1,800 00	.....	33 33	1,800 00	3,633 59	.....	.....
9	8.5	450 00	258 00	50 00	30 35	708 00	1,023 57	5	.....
20	10	900 00	300 00	45 00	30 00	1,200 00	1,672 44	18	122 65
9	144	1,224 99	4,812 90	136 11	33 42	6,037 89	10,248 93	24	348 57
.....	18	.....	594 00	.....	33 00	594 00	761 56	9	.....
10	.....	450 00	.....	45 00	.....	450 00	515 85	.....	.....
9	9	410 00	198 00	45 56	22 00	608 00	997 97	8	24 00
20	84	1,500 00	2,815 00	75 00	33 51	4,315 00	6,786 43	37	404 50
50	410	4,700 00	17,833 85	94 00	43 50	22,533 85	35,183 14	42	494 81
10	70	900 00	2,690 00	90 00	38 43	3,590 00	5,285 10	26	269 80

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of day's school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Palmyra	Lenawee	87	97	176	78	$2,000		1	1
Palo	Ionia	85	79	200	98	4,000		1	2
Paris Tp. 1	Kent	113	77	180	61	1,000			1
Parma	Jackson	177	152	197	80	12,000		3	3
Paw Paw	Van Buren	421	339	200	95	50,000		1	9
Pellston	Emmet	289	225	195	41	4,500	$3,481 85	1	2
Pentwater	Oceana	358	285	200	91	10,000		1	7
Perry	Shiawassee	183	158	200	71	10,000	6,000 00	1	5
Petersburg	Monroe	208	163	179	90	8,000		1	4
Petoskey	Emmet	1,572	1,220	190	93	50,000	18,000 00	2	28
Pewamo	Ionia	144	119	180	75	8,000	3,500 00	1	2
Pickford	Chippewa	176	123	200	78	5,000	3,000 00	1	1
Pierson	Montcalm	113	78	179	70	1,500		1	1
Pigeon	Huron	344	217	200	60	5,500	750 00	1	3
Pinckney	Livingston	131	108	200	89	8,000		1	3
Pinconning	Bay	323	227	200	86		12,000 00	1	4
Pine Run	Genesee	56	38	180	63	1,000		2	
Pinnebog	Huron	137	96	200	68	2,000		1	1
Pittsford	Hillsdale	119	82	190	78	5,000		2	2
Plainwell	Allegan	325	339	190	95	18,000	750 00	1	9
Plymouth	Wayne	505	446	200	90	25,000		1	10
Pontiac	Oakland	2,387	1,852	195	94	250,000	50,000 00	3	42
Port Austin	Huron	325	181	196	80	3,000		2	2
Port Hope	Huron	198	75	200	84	1,800		1	2
Port Huron	St. Clair	5,395	3,368	200	96	665,000		4	78
Portland	Ionis	492	462	190	95	15,000			13
Port Sanilac	Sanilac	134	101	180	67	2,000		2	1
Potterville	Eaton	157	139	180	82	2,500		1	3
Prescott	Ogemaw	147	82	180	58	1,000			2
Quincy	Branch	339	252	195	97	15,000	8,000 00	1	7
Rapid City	Kalkaska	102	89	180	87	800		1	1
Ravenna	Muskegon	187	142	180	83	3,000		1	2
Reading	Hillsdale	242	203	184	80	8,500		1	7
Reed City	Osceola	648	516	190	89	26,000		3	13
Remus	Mecosta	144	113	160	71	3,500	600 00	1	3
Republic Tp	Marquette	705	626	200	92	17,000		1	13
Richland	Kalamazoo	96	89	170	97	4,500	180 00	2	2
Richmond	Macomb	211	169	180	81	9,500	1,150 00	1	4
Ridgeway	Lenawee	82	70	180	72	2,000	34 15	1	1
Riverdale	Gratiot	119	99	180	78	2,000	270 00	1	2
River Rouge	Wayne	816	510	200	84	64,000	62,900 00	2	11
Rochester	Oakland	404	324	200	70	15,000		1	6
Rockford	Kent	204	195	200	76	20,000		1	5
Rockland Tp	Ontonagon	409	399	140	90	10,500		2	10
Rockwood	Wayne	101	85	200	78	3,000		1	1
Rogers	Presque Isle	308	209	171	70	7,500	5,224 46	1	5
Romeo	Macomb	423	341	200	80	28,325		2	9
Romulus	Wayne	117	72	180	63	3,800	300 00	1	1
Roscommon	Roscommon	225	133	180	85	3,000	3,000 00	1	2
Rose City	Ogemaw	260	178	180	70	3,500	2,500 00	2	3
Royal Oak	Oakland	288	242	200	89	15,000	11,000 00	1	5
Saganing	Arenac	153	85	180	70	2,500			2
Saginaw	Saginaw	8,202	4,712	193	96	456,147	40,000 00	14	131
Saginaw W. S	Saginaw	5,678	3,466	200	95	210,025	5,000 00	7	76
St. Charles	Saginaw	542	465	200	83	15,000		1	8
St. Clair	St. Clair	753	579	200	93	35,000		2	12
St. Ignace	Mackinac	675	480	178	82	10,000	9,875 00	3	8
St. Johns	Clinton	940	850	200	96	50,000		3	20
St. Joseph	Berrien	1,501	1,044	180	94	80,000	10,000 00	4	26
St. Louis	Gratiot	696	535	190	90	30,000	13,000 00	1	14

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	9	$495 00	$270 00	$55 00	$30 00	$765 00	$923 37	6	$22 00
10	20	480 00	550 00	48 00	27 50	1,030 00	1,683 49	22	177 50
.....	9	.....	486 00	.....	54 00	486 00	635 35	4	.....
30	30	1,450 00	780 00	48 33	26 00	2,230 00	3,252 00	22	242 59
10	80	1,200 00	3,170 00	120 00	39 62	4,370 00	6,873 20	54	589 63
10	20	450 00	720 00	45 00	36 00	1,170 00	2,970 08	1	.....
10	70	900 00	2,348 25	90 00	33 55	3,248 25	8,710 46	3	31 04
10	50	800 00	1,550 00	80 00	31 00	2,350 00	3,754 42	22	127 67
9	36	525 00	1,192 50	58 33	33 12	1,717 50	2,352 50	18	209 00
19	266	2,250 00	12,964 29	118 42	48 74	15,214 29	24,155 13	44	270 25
9	18	500 00	540 00	55 56	30 00	1,040 00	8,787 69	7	44 15
10	10	600 00	325 00	60 00	32 50	925 00	4,760 66	4	4 00
9	9	405 00	270 00	45 00	30 00	675 00	870 74	3	8 00
10	30	575 00	1,050 00	57 50	35 00	1,625 00	2,708 87	7	.....
10	30	700 00	950 00	70 00	31 67	1,650 00	2,453 82	10	135 63
10	40	700 00	1,800 00	70 00	45 00	2,500 00	4,999 60	5	27 00
9	.....	385 00	.....	42 78	.....	385 00	496 75	.....	.....
10	10	450 00	300 00	45 00	30 00	750 00	1,052 58	6	13 50
19	19	902 50	552 00	47 50	29 05	1,454 50	1,961 38	31	221 50
9.3	84.5	1,100 00	3,057 50	118 28	36 19	4,157 50	6,428 60	62	821 87
10	90	1,050 00	3,650 00	105 00	40 56	4,700 00	6,730 62	39	486 52
30	420	4,100 00	19,630 93	136 67	46 74	23,730 93	39,434 08	56	864 96
20	20	1,250 00	750 00	62 50	37 50	2,000 00	2,504 37	11	.....
10	20	550 00	600 00	55 00	30 00	1,150 00	1,559 95	2	16 00
40	780	4,700 00	34,034 40	117 50	43 63	38,734 40	79,760 48	24	104 00
.....	123.5	.....	5,410 00	.....	43 80	5,410 00	7,784 77	32	453 61
18	9	795 00	225 00	44 17	25 00	1,020 00	1,273 52	1	6 80
5.8	15.2	279 50	593 50	48 27	39 05	873 00	1,451 73	3	21 25
.....	18	.....	630 00	.....	35 00	630 00	811 98	1	.....
10	70	1,000 00	2,425 00	100 00	34 64	3,425 00	7,118 98	37	467 20
9	9	450 00	360 00	50 00	40 00	810 00	951 00	.....	.....
9	18	581 75	628 25	64 64	34 90	1,210 00	1,544 70	9	52 50
9.5	57	1,000 00	2,251 50	105 26	39 50	3,251 50	4,490 36	53	558 78
16	117	1,435 22	4,543 00	89 70	38 83	5,978 22	7,489 87	29	231 22
8	16	400 00	480 00	50 00	30 00	880 00	1,197 06	8	13 75
10	130	1,300 00	6,171 25	130 00	47 47	7,471 25	10,563 60	.....	.....
18	18	900 00	630 00	50 00	35 00	1,530 00	2,226 36	12	149 13
9	36	750 00	1,372 50	83 33	38 12	2,122 50	4,251 13	28	306 74
9	9	500 00	297 00	55 56	33 00	797 00	1,130 63	4	17 00
9	9	405 00	315 00	45 00	35 00	720 00	862 02	6	36 75
15	110	1,250 00	4,752 50	83 33	43 20	6,002 50	11,682 74	1	.....
10	60	950 00	2,080 00	95 00	34 67	3,030 00	4,266 46	23	251 95
10	50	800 00	1,600 00	80 00	32 00	2,400 00	3,238 01	41	364 35
20	94.5	1,750 00	4,965 00	87 50	52 54	6,715 00	12,151 84	.....	.....
10	10	500 00	300 00	50 00	30 00	800 00	919 74	2	10 00
9	35	450 00	1,392 50	50 00	39 79	1,842 50	3,143 62	4	6 00
20	90	1,800 00	3,025 00	90 00	33 61	4,825 00	6,602 88	24	295 61
9	9	450 00	270 00	50 00	30 00	720 00	1,035 32	9	16 80
9	18	545 00	630 00	60 56	35 00	1,175 00	1,586 31	2	.....
9.5	28.5	570 00	997 50	60 00	35 00	1,567 50	2,089 07	4	6 45
10	49.8	849 99	1,017 50	85 00	32 51	2,467 49	4,552 29	34	333 30
.....	18	.....	567 00	.....	31 50	567 00	708 68	1	.....
140	1,310	15,800 00	64,284 59	112 85	49 07	80,084 59	130,297 91	52	965 81
70	760	6,925 00	33,825 52	98 93	44 51	40,750 52	62,113 53	43	246 00
10	80	850 00	2,850 00	85 00	35 62	3,700 00	5,093 59	9	47 25
20	119	2,100 00	4,480 00	105 00	37 65	6,580 00	11,367 69	14	152 00
23.5	72	1,575 00	3,318 50	67 02	46 09	4,893 50	9,490 19	4	7 00
30	198.5	2,328 00	8,112 20	77 60	40 87	10,440 20	17,387 04	57	800 00
36	234	3,050 00	10,990 83	84 72	46 97	14,040 83	21,826 21	14	154 10
10	140	1,150 00	5,925 00	115 00	42 32	7,075 00	10,724 00	42	194 70

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of day's school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Salem	Washtenaw	72	54	179	61	$1,000	$37 40	.....	2
Saline	Washtenaw	226	195	200	90	25,000	1,500 00	1	6
Sand Lake	Kent	127	103	180	86	2,500	.....	1	2
Sanilac Center	Sanilac	298	246	180	77	10,000	6,500 00	1	4
Sanilac Tp. 3	Sanilac	69	50	180	57	600	.....	.....	1
Sanilac Tp. 8 fr	Sanilac	64	59	180	50	600	.....	.....	1
Saranac	Ionia	271	241	200	88	10,000	18 89	2	6
Saugatuck	Allegan	237	203	180	88	12,500	600 00	1	5
Sault Ste Marie	Chippewa	3,428	2,601	200	97	251,000	120,000 00	10	49
Schoolcraft	Kalamazoo	205	170	177	91	24,000	.....	1	5
Scotts	Kalamazoo	108	96	180	74	4,000	.....	1	2
Scottville	Mason	257	226	150	79	15,000	9,500 00	1	5
Sebewaing	Huron	635	323	196	89	2,500	.....	1	5
Shaftsburg	Shiawassee	66	51	176	77	1,200	.....	.....	2
Shelby	Oceana	397	301	190	81	8,000	1,900 00	1	8
Shepherd	Isabella	307	216	180	93	1,500	15,000 00	2	4
Sheridan	Montcalm	172	148	180	86	5,265	3,000 00	1	3
Sherman	Wexford	161	153	179	68	3,000	.....	1	2
Sherwood	Branch	145	117	190	85	6,000	.....	2	2
Soule	Huron	120	81	199	70	1,500	600 00	1	1
South Boardman	Kalkaska	156	136	178	69	4,000	3,000 00	1	3
South Haven	Van Buren	1,094	888	190	97	25,000	2,000 00	5	19
South Lyon	Oakland	194	169	190	93	4,000	.....	1	5
South Rockwood	Monroe	131	97	180	48	3,000	.....	.....	2
Sparta	Kent	370	301	200	81	10,000	6,000 00	1	7
Spring Lake	Ottawa	272	162	180	90	6,000	12 50	1	4
Spalding Tp	Menominee	751	464	180	81	18,800	9,000 00	1	13
Springport	Jackson	124	107	200	95	5,000	.....	2	3
Springwell's Tp. 1	Wayne	917	458	200	91	40,000	28,700 00	1	11
Springwell's Tp. 3	Wayne	443	317	200	86	12,000	8,000 00	.....	5
Springwell's Tp. 4	Wayne	1,323	462	200	90	25,000	19,000 00	1	10
Springwell's Tp. 7	Wayne	992	824	200	60	45,000	36,000 00	1	18
Stambaugh	Iron	560	432	180	73	11,300	20,042 50	4	10
Standish	Arenac	481	393	200	94	10,000	7,500 00	2	8
Stanton	Montcalm	370	327	190	72	9,000	.....	1	8
Stanwood	Mecosta	128	80	180	50	1,600	.....	1	1
Sterling	Arenac	239	159	180	84	4,000	.....	1	2
Stevensville	Berrien	260	162	180	76	5,500	.....	1	4
Stockbridge	Ingham	197	164	200	94	5,000	.....	1	4
Sturgis	St. Joseph	679	500	187	94	50,000	.....	1	12
Sumner Tp. 4 fr	Gratiot	133	97	180	58	3,600	.....	1	2
Sunfield	Eaton	137	103	190	92	4,000	.....	1	3
Superior Tp	Chippewa	409	365	167	58	6,400	.....	2	11
Sutton's Bay	Leelanau	196	92	180	80	5,000	.....	1	2
Tallmadge Tp. 1 fr	Ottawa	112	100	180	54	1,500	.....	1	1
Tawas City	Iosco	534	308	176	93	7,000	.....	1	6
Tecumseh	Lenawee	604	490	185	95	26,000	.....	2	15
Tekonsha	Calhoun	164	123	180	89	5,000	.....	1	3
Thompsonville	Benzie	366	302	177	70	4,000	.....	1	6
Thornville	Lapeer	68	62	180	52	2,000	.....	1	1
Three Oaks	Berrien	391	279	175	85	5,000	.....	1	7
Three Rivers	St. Joseph	962	777	190	94	35,000	16,031 17	4	25
Traverse City	Grand Traverse	3,104	2,477	179	94	140,000	34,000 00	6	50
Trenton	Wayne	374	275	196	86	21,000	23,685 00	1	10
Trufant	Montcalm	175	78	180	45	3,000	1,100 00	1	2
Turner	Arenac	230	174	200	63	2,500	.....	1	2
Tuscola	Tuscola	106	79	180	57	1,500	.....	1	1
Tustin	Osceola	165	141	180	55	4,000	.....	1	2
Union City	Branch	391	330	200	84	25,000	.....	1	12
Unionville	Tuscola	226	145	200	90	11,000	6,400 00	1	3

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
.....	16	.....	$190 00	.....	$30 63	$490 00	$559 83	1	.....
10	60	$900 00	2,185 00	$90 00	36 42	3,085 00	4,137 55	23	$359 32
9	18	500 00	540 00	55 56	30 00	1,040 00	1,321 09	9	53 73
9	36	600 00	1,260 00	66 67	35 00	1,860 00	2,952 42	12	30 75
.....	9	.....	360 00	.....	40 00	360 00	406 48	10	.....
.....	9	.....	342 00	.....	38 00	342 00	674 22	3	.....
17	53	845 00	1,635 00	49 70	30 85	2,480 00	3,644 09	40	288 90
9	39.1	900 00	1,142 00	100 00	29 20	2,042 00	3,120 00	34	285 24
100	490	8,300 00	24,394 23	83 00	49 78	32,694 23	60,650 66	.....	.....
9	45	1,000 00	1,881 00	111 11	41 80	2,881 00	4,225 05	18	254 19
8	17	400 00	510 00	50 00	30 00	910 00	1,223 81	6	44 25
7.5	37.5	700 00	1,440 00	93 33	38 40	2,140 00	13,753 98	8	54 45
10	42	700 00	1,395 00	70 00	33 21	2,095 00	3,036 51	7	14 00
.....	18	.....	720 00	.....	40 00	720 00	843 58	3	16 25
9.5	76	844 45	2,853 24	88 89	37 54	3,697 69	7,321 93	25	154 20
18	35.2	990 00	1,230 00	55 00	34 90	2,220 00	7,539 54	6	30 00
9	26	540 00	847 50	60 00	32 60	1,387 50	1,964 01	12	42 50
9	18	540 00	630 00	60 00	35 00	1,170 00	1,810 66	16	31 00
19	19	807 50	570 00	42 50	30 00	1,377 50	2,009 29	26	85 74
10	8	380 00	200 00	38 00	25 00	580 00	701 94	.....	.....
9	18	405 00	580 00	45 00	32 22	985 00	5,339 76	.....	.....
47.5	173	3,560 00	6,714 45	74 95	38 81	10,274 45	15,434 42	140	1,226 68
9.5	38	650 00	1,245 00	68 42	32 76	1,895 00	2,456 18	32	359 60
.....	18	.....	720 00	.....	40 00	720 00	890 91	.....	.....
10	70	850 00	2,725 00	85 00	38 93	3,575 00	5,418 94	21	312 00
9	36	700 00	1,260 00	77 78	35 00	1,960 00	3,010 18	2	1 50
9	117	800 00	4,905 00	88 89	41 92	5,705 00	18,068 00	25	.....
20	30	1,100 00	1,000 00	55 00	33 33	2,100 00	2,965 11	13	122 50
10	110	950 00	4,450 00	95 00	40 45	5,400 00	9,358 76	.....	.....
.....	50	.....	2,600 00	.....	52 00	2,600 00	4,524 08	.....	.....
10	100	1,000 00	4,203 00	100 00	42 03	5,203 00	24,176 01	1	10 00
10	155	1,250 00	6,455 00	125 00	41 65	7,705 00	14,175 56	20	74 50
24	99	1,470 00	4,450 00	61 25	44 95	5,877 50	12,607 64	8	.....
20	59.8	1,200 00	2,180 25	60 00	36 49	3,380 25	5,551 00	19	20 75
9.5	76	807 50	2,726 50	85 00	35 87	3,534 00	4,408 51	24	131 25
9	9	405 00	270 00	45 00	30 00	675 00	919 13	1	3 00
9	18	495 00	585 00	55 00	32 50	1,080 00	1,661 40	.....	.....
8	34	480 00	1,190 00	60 00	35 00	1,670 00	2,089 14	8	65 00
10	40	700 00	1,395 00	70 00	34 88	2,095 00	3,205 95	30	133 79
9.5	113.5	1,100 00	4,423 50	115 79	38 97	5,523 50	7,520 56	22	250 10
9	12	360 00	382 50	40 00	31 87	742 50	1,197 93	1	3 00
9.5	28.5	427 50	982 50	45 00	34 48	1,410 00	1,734 00	10	71 75
15	80	570 00	3,020 00	38 00	37 75	3,590 00	5,760 18	.....	.....
9	18	540 00	720 00	60 00	40 00	1,260 00	1,669 58	6	24 50
9	9	450 00	315 00	50 00	35 00	765 00	938 11	16	96 27
10	60	750 00	2,101 75	75 00	35 03	2,851 75	4,013 41	2	8 00
19	123.5	950 00	5,275 00	50 00	42 71	6,225 00	9,660 40	44	586 05
9	27	540 00	945 00	60 00	35 00	1,485 00	2,163 01	9	103 17
9	54	675 00	1,954 44	75 00	36 20	2,629 44	3,507 91	4	20 00
9	9	360 00	243 00	40 00	27 00	603 00	784 29	.....	.....
9	54	800 00	2,092 50	88 89	38 75	2,892 50	4,109 39	16	176 50
38	228	3,100 00	9,796 00	81 58	42 96	12,896 00	24,102 07	13	193 00
54	450	4,960 00	20,086 43	90 85	44 63	25,046 43	38,900 42	54	797 54
8	72.4	640 00	2,807 00	80 00	38 77	3,447 00	7,484 31	4	31 00
6	12	310 00	420 00	51 67	35 00	730 00	1,596 83	.....	.....
10	20	600 00	750 00	60 00	37 50	1,350 00	1,895 09	4	.....
9	9	405 00	200 00	45 00	22 22	605 00	793 29	5	6 25
9	18	450 00	660 00	50 00	36 67	1,110 00	1,663 74	4	28 00
10	120	1,200 00	4,625 00	120 00	38 54	5,825 00	8,709 65	67	691 37
10	30	600 00	866 88	60 00	28 90	1,466 88	4,050 82	9	36 80

TABLE XVI.—CONCLUDED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of day's school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Utica	Macomb	226	176	200	65	$8,000	.....	1	3
Vandalia	Cass	133	126	180	91	6,000	.....	2	2
Vassar	Tuscola	504	416	200	92	25,000	.....	1	12
Vermontville	Eaton	204	164	190	79	10,000	$129 04	1	5
Vernon	Shiawassee	150	103	200	95	6,500	1,500 00	1	3
Vestaburg	Montcalm	127	88	180	71	1,500	.....	2	1
Vicksburg	Kalamazoo	281	204	180	91	10,000	.....	1	6
Vriesland	Ottawa	148	98	190	84	2,700	.....	.....	2
Wakefield Tp	Gogebic	568	445	200	88	24,000	21,000 00	1	11
Waldron	Hillsdale	110	98	180	67	2,500	.....	2	2
Walled Lake	Oakland	47	36	180	61	600	.....	1	2
Warren	Macomb	125	77	180	62	2,500	.....	1	1
Warren Tp. 1 fr	Macomb	105	91	180	49	1,600	.....	1	1
Washington Tp. 4	Sanilac	89	75	200	44	1,000	.....	1	.....
Washington Tp. 12 fr	Macomb	75	77	199	65	1,500	.....	1	1
Watervliet	Berrien	369	284	180	84	10,000	1,000 00	2	5
Watrousville	Tuscola	97	92	180	65	2,000	.....	1	1
Wayland	Allegan	142	128	180	86	7,500	1,000 00	2	2
Wayne	Wayne	365	318	200	91	15,000	.....	1	12
Webberville	Ingham	164	123	180	68	4,000	800 00	1	2
Weidman	Isabella	184	132	180	53	2,500	.....	1	2
West Bay City	Bay	4,309	1,782	196	97	150,000	77,000 00	7	56
West Branch	Ogemaw	538	470	190	83	12,000	12,000 00	1	7
Wheeler	Gratiot	84	71	180	54	1,000	.....	1	1
White Cloud	Newaygo	231	203	180	72	7,000	550 00	1	4
Whitehall	Muskegon	519	389	190	92	32,000	.....	2	11
White Pigeon	St. Joseph	149	126	200	98	18,000	.....	1	5
White Rock	Huron	48	36	180	70	600	.....	.....	1
Williamston	Ingham	302	304	200	93	25,000	.....	2	8
Winona	Houghton	92	76	197	85	.....	.....	.....	5
Winsor Tp. 1	Huron	179	123	210	60	2,250	200 00	.....	2
Winsor Tp. 2	Huron	142	95	180	40	1,000	.....	.....	1
Wolverine	Cheboygan	215	186	180	70	8,000	1,500 00	1	5
Woodland	Barry	108	87	180	92	3,000	.....	1	2
Worth Tp. 12 fr	Sanilac	54	41	167	67	650	.....	1	.....
Wyandotte	Wayne	2,064	1,022	176	92	66,000	23,500 00	2	27
Wyoming Tp. 7	Kent	255	212	200	53	3,000	3,000 00	1	1
Wyoming Tp. 9 fr	Kent	360	234	200	75	8,000	4,200 00	1	4
Yale	St. Clair	420	333	200	72	10,500	500 00	1	7
Ypsilanti	Washtenaw	1,653	1,081	195	93	70,000	14,000 00	5	27
Yuma	Wexford	119	120	190	60	2,000	.....	1	1
Zeeland	Ottawa	573	445	200	94	7,000	.....	1	11
Zeeland Tp. 4 fr	Ottawa	116	81	200	74	2,400	.....	1	1
Zuthpen	Ottawa	139	96	180	98	1,100	.....	1	1

TABLE XVI.—Concluded.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
10	30	$800 00	$1,050 00	$80 00	$35 00	$1,850 00	$2,502 84	15	$142 56
18	18	1,234 00	693 00	68 56	38 50	1,927 00	2,263 06	8	66 55
10	116	1,000 00	3,970 00	100 00	34 22	4,970 00	7,155 36	38	320 20
9.5	47.5	900 00	1,757 50	94 74	37 00	2,657 50	3,618 98	38	426 88
10	30	600 00	900 00	60 00	30 00	1,500 00	2,073 76	17	93 50
18	9	675 00	252 00	37 50	28 00	927 00	1,282 86	1	.....
9	54	800 00	2,029 50	88 89	37 58	2,829 50	4,131 96	34	438 79
.....	19	.....	589 00	.....	31 00	589 00	821 85	.....	.....
10	110	900 00	6,250 00	90 00	56 82	7,150 00	9,767 98	.....	.....
9	18	447 50	540 00	49 72	30 00	987 50	1,318 58	11	4 20
9	9	340 00	245 00	37 78	27 22	585 00	698 94	2	11 18
9	9	450 00	270 00	50 00	30 00	720 00	824 60	2	5 00
9	9	360 00	225 00	40 00	25 00	585 00	655 19	3	.....
10	.....	400 00	.....	40 00	.....	400 00	477 07	5	.....
10	10	480 00	350 00	48 00	35 00	830 00	1,065 54	6	35 00
18	45	1,215 00	1,800 00	67 50	40 00	3,015 00	4,594 54	18	76 38
9	9	450 00	270 00	50 00	30 00	720 00	884 78	4	3 25
18	18	990 00	450 00	55 00	25 00	1,440 00	2,227 36	50	403 40
10	78.5	1,200 00	2,954 51	120 00	37 64	4,154 51	5,261 27	50	525 00
9	18	450 00	540 00	50 00	30 00	990 00	2,225 65	7	15 00
9	18	450 00	585 00	50 00	32 50	1,035 00	1,233 57	3	6 00
70	560	5,150 00	22,313 07	73 57	39 85	27,463 07	42,369 14	29	114 26
9.5	57	700 00	2,137 50	73 68	37 50	2,837 50	4,976 60	.....	.....
6	9	240 00	336 00	40 00	37 33	576 00	747 35	10	.....
4.8	29.5	309 75	985 25	65 21	33 40	1,295 00	2,461 28	2	9 00
9.5	85.5	851 57	2,892 25	89 64	33 83	3,743 82	6,859 28	17	86 00
10	50	900 00	1,658 50	90 00	33 17	2,558 50	3,422 93	20	169 25
.....	9	.....	225 00	.....	25 00	225 00	277 57	.....	.....
20	70	1,500 00	2,750 00	75 00	39 29	4,250 00	6,284 08	45	442 80
.....	40	.....	2,130 00	.....	53 25	2,130 00	2,814 92	1	.....
.....	20.5	.....	720 00	.....	35 12	720 00	936 69	2	60
.....	9	.....	360 00	.....	40 00	360 00	450 94	.....	.....
9	35.7	495 00	1,385 00	55 00	38 74	1,880 00	2,627 96	4	39 30
9	18	450 00	626 50	50 00	34 81	1,076 50	1,678 22	22	212 89
9	.....	369 00	.....	41 00	.....	369 00	417 38	.....	.....
20	270	1,650 00	11,261 25	82 50	41 71	12,911 25	20,745 34	12	87 82
10	10	450 00	400 00	45 00	40 00	850 00	1,251 29	41	.....
10	40	745 78	1,325 00	74 58	33 12	2,070 78	2,772 74	26	175 62
10	70	750 00	2,430 00	75 00	34 71	3,180 00	5,019 04	18	187 90
50	270	4,550 00	11,325 00	91 00	41 95	15,875 00	23,640 47	57	736 73
9.5	9.5	427 50	332 50	45 00	35 00	760 00	1,210 87	.....	.....
10	90	750 00	2,883 00	75 00	32 03	3,633 00	5,192 07	1	10 00
10	10	520 00	270 00	52 00	27 00	790 00	913 32	1	.....
9	9	405 00	243 00	45 00	27 00	648 00	864 85	.....	.....

*TABLE XVII.

Census enrollment, attendance, etc., of city and graded village schools

Incorporated cities.	School population from inspector's report.	Enrollment.				Average number belonging.				
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.
Totals	288,746	19,574	70,020	134,280	223,874	16,043	47,789	85,022	148,854	15,417
Adrian	2,509	242	629	1,161	2,032	215	478	850	1,543	211
Albion	1,475	210	308	586	1,104	183	256	418	857	174
Alpena	4,197	107	554	1,287	1,948	102	409	992	1,593	98
Ann Arbor	3,242	626	§1,881	.....	2,507	510	§1,646	.....	2,156	480
Au Sable	567	35	129	268	432	33	121	251	405	31
Battle Creek	4,734	372	1,133	2,537	4,042	317	955	1,987	3,259	307
Bay City	9,443	756	1,955	3,650	6,361	443	1,101	2,130	3,674	439
Beaverton	365	60	92	180	332	50	80	160	290	45
Belding	825	78	191	339	608	72	186	327	585	69
Benton Harbor	1,858	184	440	858	1,482	158	385	577	1,120	152
Bessemer	1,106	86	225	660	971	84	220	630	934	80
Big Rapids	1,322	154	294	515	963	134	232	365	731	133
Cadillac	1,971	169	542	1,019	1,730	150	451	760	1,361	144
Charlotte	939	213	273	469	955	187	226	343	756	173
Cheboygan	2,234	126	532	882	1,540	108	277	651	1,036	94
Clare	503	70	131	236	437	51	98	174	323	47
Coldwater	1,323	148	313	684	1,145	133	271	573	977	128
Corunna	426	62	113	204	379	55	94	165	314	52
Crystal Falls	1,092	76	340	911	1,327	61	208	529	798	59
Detroit	86,934	3,184	19,950	‡43,838	66,972	2,406	10,646	‡21,074	34,126	2,320
Dowagiac	1,198	139	309	712	1,160	120	257	474	851	117
East Tawas	604	49	130	270	449	48	123	263	434	45
Eaton Rapids	496	125	204	253	582	97	142	191	430	92
Escanaba	3,391	186	749	1,690	2,625	156	545	1,115	1,816	149
Flint	3,235	394	770	1,398	2,562	357	647	1,207	2,211	348
Gladstone	965	52	202	574	828	47	166	443	656	46
Gladwin	304	51	94	151	296	46	86	137	269	42
Grand Haven	1,600	116	541	620	1,277	102	365	505	972	101
Grand Ledge, 9 fr	278	69	102	142	313	62	93	125	280	56
Grand Ledge, 11 fr	236	12	83	126	221	10	69	93	172	9
Grand Rapids	26,602	1,762	7,197	12,821	21,780	1,215	4,231	7,546	12,992	1,162
Greenville	876	163	435	490	1,088	136	260	289	685	129
Hancock	1,787	97	416	1,326	1,839	80	218	611	909	78
Harrison	167	30	51	71	152	26	38	66	130	24
Hastings	755	129	217	307	653	111	187	219	517	108
Hillsdale	1,067	221	318	434	973	192	248	322	762	184
Holland	2,579	178	668	1,028	1,874	160	539	788	1,487	155
Hudson	574	120	188	285	593	97	155	214	466	91
Ionia	1,509	115	397	707	1,219	115	210	429	754	112
Iron Mountain	3,205	140	724	2,040	2,904	124	614	1,556	2,294	119
Ironwood	3,343	131	864	1,591	2,586	125	802	1,284	2,211	120
Ishpeming	3,974	245	884	2,071	3,200	227	810	1,840	2,877	210
Jackson	5,795	358	1,594	3,112	5,064	294	987	1,939	3,220	283
Kalamazoo	6,549	545	1,658	‡3,238	5,441	475	1,381	‡2,372	4,228	459
Lansing	4,619	459	1,027	1,878	3,364	397	777	1,062	2,236	395
Lapeer	701	142	312	430	884	126	169	275	570	120
Ludington	2,598	192	625	1,068	1,885	161	521	829	1511	155
Mackinac Island	247	18	48	90	156	18	46	90	154	14
Manistee	4,300	279	734	1,620	2,633	244	594	1,334	2,172	235
Manistique	1,404	72	378	987	1,437	59	259	497	815	57

*Where a blank occurs the item was not reported.
‡Includes kindergarten department.
†Superintendent included.
§Includes both grammar and primary departments.

TABLE XVII.

as reported by superintendents for the school year 1903-1904.

Average daily attendance.			Percentage of attendance.				Number of regular teachers employed.								Superintendent's time devoted to supervision	No. of special teachers.
							H. S. department.		Grammar department.		Primary department.		†Whole school.			
Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
45,541	79,744	140,702	95	93	92	92	229	469.6	66.2	1,363.3	11.3	2,252.2	368	4,057.1	.....	140.7
461	743	1,415	97	86	80	84	3	8	....	15	....	21	4	44	All	2
230	386	790	95	93	92	93	3.2	3	....	7	....	11	4	21	5-6	3
482	936	1,516	96	96	94	95	2	3	....	23	....	25	3	41	All	2
§1,571	.....	2,051	94	§95	..	95	8.5	11.6	.5	§48	....	.....	9	59.6	All	3.4
100	208	348	95	89	83	89	1.3	.....	.5	2	....	5	2	7	1-4	.....
909	1,871	3,087	....	....	....	95	4	9	3	24	....	52	8	85	All	5
1,078	2,077	3,594	97	98	98	97	8	11	....	36	....	66	9	113	All	5
75	150	270	....	....	....	92	.8	1	....	2	....	3	1	6	1-6	.....
180	310	559	92	93	95	93	.5	3.5	....	4.5	....	7	1	15	1-2	1
363	586	1,101	....	....	....	96	2.2	5	1	10	....	16	4	31	5-6	1
200	600	880	95	91	95	94	1.2	3	....	5	....	17	2	25	3-4	.....
225	346	704	98	97	96	97	.2	5	....	8	....	11	1	24	3-4	1
413	692	1,249	96	94	91	94	1	6	....	12	....	16	2	34	All	1
213	322	708	97	95	94	95	.2	6	....	7	....	9	1	22	6-7	1.2
252	618	994	93	91	95	95	2	2	....	7	....	15	3	24	All	1
88	146	281	90	90	85	88	.5	2	1	2	....	5	2	9	1-2	.....
200	542	930	96	95	94	95	3	4	....	8.5	....	14.5	4	27	All	.....
90	152	294	94	95	92	93	.5	2	....	3.5	....	4.5	1	10	1-2	2
196	495	750	96	94	93	94	.4	3	....	5	....	14	1	22	2-3	1
10,207	‡20,011	32,538	93	95	‡92	94	38	80	25	347	5	‡547	69	974	All	6
255	437	809	97	98	92	93	2.3	2	1	5.5	....	12.5	4	20	5-7	1
113	226	384	93	91	87	90	.5	1	....	3	....	5	1	9	1-2	.....
139	185	416	94	97	93	93	1.6	3	....	4	....	5	2	12	3-7	1
522	1,026	1,697	95	95	92	94	1	6	....	14	1	24	3	44	All	1
617	1,103	2,038	97	95	91	94	3	11	....	20	....	33	4	64	All	4
162	430	638	98	97	97	97	.3	2	....	4	....	10	1	16	5-7	.....
78	110	230	....	....	....	80	1	.....	....	2	....	2	1	4	.....	.....
353	487	941	98	97	96	97	1.1	4	....	10	....	14	2	28	6-7	.....
88	108	252	90	95	88	93	2	1	....	2	....	3	2	6	1-12	1
59	79	147	90	86	85	87	1	.....	....	2	....	2	1	4	1-12	.....
4,043	7,113	12,318	96	93	92	94	13.6	29	2.4	143.3	2	229.7	19	395	All	4
253	267	649	80	81	80	80	2.5	3.5	....	5.5	....	8	3	17	5-12	2
212	594	884	98	96	97	97	2.2	2	....	6	....	13	3	21	6-7	.....
34	64	122	80	66	91	79	1	.....	....	1	....	2	1	3	.....	.....
182	208	498	97	97	95	96	2.2	2	....	5	....	8	3	15	3-4	1
232	309	725	96	96	95	96	1.3	5	1	6	....	9	3	20	7-10	3
523	748	1,426	98	97	94	96	2	4	....	13	....	18	3	35	All	2
143	200	434	94	91	92	92	.4	4	....	4	....	8	1	16	5-8	1
206	378	696	97	99	96	97	.4	6	....	10	....	12	1	28	4-7	6
566	1,482	2,167	95	94	94	94	3	4	1.7	14	.3	36	6	54	All	1
780	969	1,869	....	....	....	85	3	2	....	20	....	32	4	54	All	3
790	1,798	2,798	92	97	98	93	2	7	....	16	....	46	3	69	All	5
947	1,841	3,071	96	95	95	95	4	8	3	27	....	54	8	89	All	2
1,306	‡2,206	3,971	96	94	‡91	95	5.8	13.5	1.2	36.5	....	‡59	7	109	All	10
753	1,002	2,150	96	95	94	95	4	14	....	28	....	37	5	79	All	2
152	247	519	95	90	90	92	.3	6	....	4	....	9	1	19	2-3	.....
495	775	1,425	96	95	93	94	2	4	....	15.5	....	22.5	3	42	All	1
40	83	137	91	92	91	91	.5	1	.4	1	....	1	1	3	1-10	.....
532	1,273	2,040	96	89	90	94	3	9	....	18	....	42	4	69	All	2
226	475	758	96	93	93	94	1.4	2	....	7.5	....	15.5	2	25	2-3	1

*TABLE XVII.—CONTINUED.

Incorporated cities.	School population from inspector's report.	Enrollment.				Average number belonging.				
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.
Marine City	1,194	63	193	379	635	58	169	316	543	55
Marquette	3,202	187	551	1,332	2,070	162	478	925	1,565	159
Marshall	1,002	199	292	329	820	162	244	270	676	157
Mason	416	109	125	219	453	86	101	160	347	82
Menominee	4,158	167	722	1,945	2,834	142	580	1,479	2,201	138
Midland	679	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monroe	1,812	110	299	393	802	90	227	298	615	84
Mt. Clemens	2,142	125	559	1,184	1,868	100	275	689	1,064	96
Mt. Pleasant	1,055	173	158	234	565	160	104	167	431	150
Muskegon	6,990	539	2,127	3,203	5,869	440	1,353	2,040	3,833	430
Negaunee	2,073	141	607	1,041	1,789	100	383	761	1,244	96
Niles	1,254	138	398	578	1,114	133	310	444	887	132
North Muskegon	175	.....	42	47	89	.....	35	43	78	.....
Norway	1,722	90	265	825	1,180	86	235	710	1,031	84
Omer	205	8	52	120	180	5	45	110	160	4
Onaway	691	32	163	317	512	24	137	249	410	21
Owosso	2,386	240	612	1,242	2,094	217	455	879	1,551	209
Petoskey	1,572	140	421	703	1,264	110	329	428	867	105
Pontiac	2,387	208	507	1,137	1,852	175	444	789	1,408	168
Port Huron	5,395	335	1,662	2,044	4,041	325	1,240	1,836	3,401	315
Saginaw	8,202	542	1,878	2,719	5,139	470	1,550	2,096	4,116	452
Saginaw W. S.	5,678	288	1,081	2,129	3,498	235	787	1,667	2,689	228
St. Clair	753	92	210	295	597	73	190	251	514	69
St. Ignace	675	53	145	282	480	42	132	253	427	39
St. Johns	940	189	327	511	1,027	165	251	327	743	160
St. Joseph	1,501	133	310	626	1,069	126	269	496	891	121
St. Louis	696	84	226	530	840	67	137	273	477	63
Sault Ste. Marie	3,428	236	1,114	1,351	2,701	212	1,084	1,294	2,590	215
South Haven	1,094	179	320	594	1,093	147	265	382	794	143
Standish	481	43	133	240	416	37	98	166	301	34
Stanton	370	89	100	95	284	76	85	75	236	72
Sturgis	679	65	143	292	500	54	127	212	393	51
Tawas City	534	32	109	168	309	31	89	141	261	30
Three Rivers	962	‡220	.....	546	766	‡190	.....	511	701	‡170
Traverse City	3,104	325	727	1,425	2,477	270	587	1027	1,884	259
West Bay City	4,309	141	898	2,033	3,072	131	565	1,115	1,811	127
Wyandotte	2,064	51	233	767	1,051	45	183	623	851	42
Ypsilanti	1,653	261	367	591	1,219	218	277	449	944	206

*When a blank occurs the item is not reported.
†Superintendent included.
‡Includes both high school and grammar department.

TABLE XVII.—CONTINUED.

Average daily attendance.			Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
							H. S. department.		Grammar department.		Primary department.		†Whole school.			
Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men	Women.	Men.	Women.	Men.	Women.		
155	277	487	95	95	92	94	1.4	1	....	3	....	9	2	13	3-5	1
459	880	1,498	....	....	....	....	5	4	....	12	1	30	7	46	All	4
236	257	650	96	96	95	96	2.2	4	....	8	....	9	3	21	5-6	2
96	151	329	95	95	94	95	.2	3	....	3	....	4	1	10	5-8	.....
546	1,402	2,086	97	93	93	94	4.2	5	1	13	....	34	6	52	4-5	3
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
204	271	559	96	91	87	91	2.5	3	....	5	....	7	3	15	1-2	2
265	644	1,005	96	96	93	95	3	3	....	6	....	17	4	26	All	1
93	152	395	93	90	91	91	2.3	4	....	4	....	5	3	13	5-7	1
1,290	1,903	3,623	96	95	92	94	4	11	....	30	....	57	5	98	All	4
363	687	1,146	95	96	95	95	3	3	....	10	....	18	4	31	All	1
294	421	847	98	96	96	97	1	4	....	7	....	12	2	23	All	1
31	40	71	....	83	89	86	.....	.....	1	.....	.....	1	1	1	.....	.....
220	660	964	98	94	93	95	1.1	3	....	5	....	13	2	21	7-8	.....
41	80	125	80	91	72	81	.5	.....	.5	1	....	2	1	3	.....	.....
86	202	309	90	87	81	86	1.7	.....	....	3	1	6	3	9	1-3	.....
424	808	1,441	96	94	92	94	3	6	1	11	....	22	5	39	All	2
315	399	819	....	....	....	93	1	4	....	9	....	14	2	27	All	1
421	739	1,328	96	95	94	95	2	5	....	12	....	24	3	41	All	1
1,150	1,721	3,186	94	93	89	92	3	8	....	25	....	43	4	70	All	1
1,504	1,984	3,940	96	97	94	96	7	15	5	45	....	65	13	125	All	8
804	1,524	2,556	....	....	....	....	3	8	2	25	....	40	6	73	All	4
173	215	457	94	93	94	94	1.5	2	1	4.5	....	6.5	3	12	1-2	.....
122	243	404	93	92	95	93	.5	1	1	2	....	5	2	8	1-2	.....
243	309	712	97	97	94	96	2.4	3	....	6	....	8.5	3	17.5	5-8	1.5
264	464	849	92	98	93	74	2.3	3	....	7	....	15	3	25	2-3	2
124	243	430	96	91	90	92	.2	4	....	4	....	6	1	14	3-4	.....
1,075	1,285	2,575	....	....	....	....	3	5	5	16	1	18	10	39	All	5
253	300	756	97	95	94	95	2.1	3	2	6	....	9	5	18	6-7	1
91	154	279	93	93	93	93	1.8	.5	....	2.5	....	3	2	6	1-4	.....
68	66	206	95	82	88	88	.6	2	....	3	....	2	1	7	1-3	.....
122	204	377	93	93	94	93	.4	2	....	4	....	5	1	11	4-7	1
83	128	241	97	92	91	93	.8	1	....	2	....	3	1	6	1-6	.....
.....	481	651	‡97	....	89	93	‡3.2	‡6	....	.....	....	17	4	23	3-4	1
558	1,065	1,882	96	94	92	94	4	6	1	15	....	26	6	47	All	2
542	1,052	1,721	96	96	94	95	3	4	3	17	....	34	7	55	All	1
165	445	652	93	90	71	85	.....	4	1	5	....	19	2	28	All	1
258	414	878	94	93	92	93	3.2	5	....	8	....	12	4	25	5-6	3

*TABLE XVII.—CONTINUED.

Census, enrollment, attendance, etc., of city and graded village schools

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Addison	188	45	37	99	181	34	33	74	141	33	30	63	126
Algonac	491	46	97	232	375	32	66	184	282	29	60	162	251
Allegan	735	185	250	265	700	168	235	230	633	158	218	212	588
Alma	614	97	79	590	766	75	64	360	499	73	62	302	437
Almont	232	52	64	95	211	48	58	85	191	48	60	90	198
Armada	260	68	66	100	234	63	60	83	206	59	57	76	192
Ashley	202	46	40	73	159	41	32	65	138	35	24	43	102
Athens	178	37	65	50	152	31	56	34	121	30	54	33	117
‡Atlanta	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Attica	108	.....	20	53	73	.....	18	41	59	.....	18	41	59
Augusta	182	49	47	67	163	48	46	66	160	43	40	58	141
Bad Axe	533	109	157	222	488	86	126	158	370	70	113	136	319
Baldwin	148	4	56	107	167	4	40	50	94	3	30	37	70
Bancroft	164	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bangor	384	89	59	241	389	82	50	221	353	79	47	201	327
Baraga	953	53	70	155	278	43	61	132	236	40	55	128	223
Bear Lake	166	47	28	77	152	47	28	77	152	34	19	59	112
Bellaire	424	35	122	230	387	30	102	152	284	28	91	135	254
Bellevue	245	63	116	40	219	57	104	36	197	56	102	34	192
Benzonia	216	13	61	89	163	11	53	67	131	10	47	61	118
Berrien Springs	175	43	55	85	183	39	50	74	163	37	46	67	150
Birmingham	384	96	104	171	371	90	87	118	295	85	82	108	275
Blissfield No. 1	193	29	59	70	158	25	51	45	121	26	48	48	122
Blissfield No. 2	218	54	64	102	220	45	54	82	181	43	51	76	170
Bloomingdale	147	75	40	50	165	60	40	50	150	55	35	40	130
Boardman	156	45	56	52	153	39	48	49	136	32	48	37	117
Boyne	800	53	160	361	574	43	144	271	458	40	133	218	391
Boyne Falls	178	12	55	80	147	10	48	69	127	8	31	63	102
Breedsville	92	.....	35	40	75	.....	25	35	60	.....	20	24	44
Brighton	196	50	57	93	200	41	49	66	156	39	44	59	142
Britton	125	38	40	43	121	35	38	40	113	34	35	30	99
Bronson	303	51	83	106	240	46	80	82	208	42	78	82	202
Brooklyn	143	43	56	61	160	38	52	56	146	32	48	47	127
Brown City	215	21	42	112	175	17	41	106	164	12	35	89	136
Buchanan	350	70	187	220	477	60	110	132	302	58	102	111	271
Burlington	104	31	24	29	84	28	20	22	70	18	21	18	57
Burr Oak	165	44	32	84	160	.....	.....	.....	.....	.....	.....	.....	.....
Byron	137	20	54	70	144	18	50	66	134	15	42	58	115
Caledonia	156	62	66	35	163	54	61	35	150	38	54	31	123
Calumet	8,173	270	1,764	3,529	5,563	238	1,093	3,386	5,317	219	1,481	2,961	4,661
Camden	121	17	58	28	103	17	50	26	93	15	51	21	87
Capac	253	56	50	120	226	45	48	105	198	38	46	91	175
Caro	638	137	159	352	648	125	127	271	523	122	119	230	471
Carson City	308	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carsonville	225	54	64	70	188	36	39	54	129	32	39	37	108
Caseville	270	42	48	84	174	36	37	50	123	32	31	42	105
Casnovia	83	16	29	44	89	16	27	40	83	13	24	38	75
Cass City	464	118	95	222	435	99	66	167	332	91	69	166	326
Cassopolis	344	57	125	148	330	48	102	141	291	46	106	127	279
Cedar Springs	280	51	75	149	275	49	62	133	244	46	60	126	232

*When a blank occurs the item is not reported.
†Includes superintendent.
‡Not legally graded.

TABLE XVII.—Continued.

as reported by superintendents for the school year 1903-1904.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
85	80	66	77	.....	2	.....	1	.....	2	2	3	.....	.....
90	90	88	89	.8	1	.....	2	.....	5	1	8	1-5	.....
94	93	92	93	3.5	2	.....	5	.....	7	4	14	1-2	2
97	96	84	92	1.4	1	.....	2	.....	9	2	12	5-6	1
92	94	94	93	.9	1	.....	2	.....	2	1	5	1-6	.....
94	94	91	93	1	1	.....	2	.....	2	1	5	.....	.....
85	72	67	75	1	.....	.....	1	.....	1	1	2	.....	.....
95	76	90	87	2	.....	.....	2	.....	1	2	3	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	78	76	77	.....	.....	1	.....	.....	1	1	1	.....	.....
88	85	86	86	1	1	.....	2	.....	2	1	5	.....	.....
86	89	87	87	.8	2	.....	4	.....	4	1	10	1-4	1
75	53	34	54	.5	.....	.5	.5	.....	1.5	1	2	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	92	91	93	1.8	1	.....	1	.....	4	2	6	1-4	.....
88	84	96	89	1	1	.....	1	.....	3	1	5	.....	.....
72	70	76	73	1	.....	.....	1	.....	1	1	2	.....	.....
91	89	88	89	.7	1	.....	2.5	.....	3.5	1	7	.....	.....
94	94	94	94	.8	2	.....	3	.....	1	1	6	1-5	1
96	93	92	94	.8	1	.....	2	.....	1	1	4	1-4	.....
95	95	92	94	.8	1	.....	2	.....	2	1	5	1-6	.....
.....	.....	.....	94	.8	2	.....	3	.....	2	1	7	1-4	.....
91	93	90	91	1	1	.....	1	.....	1	1	3	.....	.....
95	94	92	93	.9	1	.....	1	.....	2	1	4	1-10	.....
78	80	75	78	1	1	.....	1	.....	1	1	3	.....	.....
64	76	62	67	1	.....	.....	1	.....	1	1	2	.....	.....
93	92	80	88	.5	2.5	.....	5	.....	5	1	12	1 2	.....
.....	.....	.....	.....	.5	.....	.5	1	.....	2	1	3	.....	.....
.....	57	60	59	.....	.....	1	.....	.....	1	1	1	.....	.....
95	90	90	92	1	1	.....	2	.....	2	1	5	1-20	.....
89	87	70	82	.8	.....	.....	1	.....	1	1	2	1-5	.....
92	89	90	90	.8	1	.....	3	.....	2	1	6	1-4	.....
84	92	83	86	.9	1	.....	1.3	.....	1.7	1	4	1 10	.....
87	85	82	85	1	.....	.....	1	.....	2	1	3	.....	.....
96	91	90	92	1.6	2	.....	4	.....	4	2	10	3-7	1
.....	.....	.....	.....	1	.....	.....	1	.....	1	1	2	.....	.....
.....	.....	.....	.....	.8	2	.....	1	.....	3	1	6	1 5	.....
92	91	73	85	.8	.....	.....	1	.....	2	1	3	1 6	.....
.....	.....	.....	79	1	.....	1	1	.....	1	2	2	.....	.....
97	91	94	94	8	7	2	38	.....	87	11	132	All	3
95	95	89	93	1	.....	.....	2	.....	1	1	3	1-20	.....
90	70	68	76	1.9	.....	1	.....	.....	2	3	2	1-10	.....
97	93	84	91	2.5	2	.....	3	.....	6	3	11	1-2	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	62	54	68	.9	.....	.....	1	.....	1	1	2	1-10	.....
88	84	84	85	.8	.....	.....	1	.....	1	1	2	1-5	.....
85	83	86	85	1	.....	.....	1	.....	1	1	2	.....	.....
90	91	91	91	.7	2	.....	2	.....	3	1	7	1-3	.....
96	94	92	94	.7	2	.....	3	.....	3	1	8	1-3	.....
.....	.....	.....	.....	.9	2	.....	2	.....	3	1	7	1-8	.....

*TABLE XVII.—CONTINUED.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Central Lake	355	47	86	172	305	38	78	131	247	35	61	119	215
Centreville	161	27	54	63	144	24	54	55	133	21	51	29	101
Charlevoix	730	121	237	316	674	94	190	262	546	93	182	232	507
Chelsea	474	90	142	200	432	78	122	163	363	74	116	154	344
Chesaning	326	67	113	144	324	54	90	102	246	51	80	90	221
Clarkston	160	45	49	35	129	40	44	33	117	35	38	32	105
Clayton	116	44	36	44	124	36	30	41	107	28	26	32	86
‡Clifford													
Climax	159	34	49	51	134	32	42	41	115	30	39	36	105
Clinton	259	67	69	93	229	59	62	91	212	50	57	69	176
Clio	166	85	54	87	226	65	41	61	167	52	37	56	145
Coleman	423	31	125	209	365	26	107	166	299	23	83	107	213
Coloma	232	23	79	107	209	22	75	99	196	20	70	81	171
Columbiaville	148	37	29	91	157	26	27	67	120	24	22	62	108
Concord	144	51	32	51	134	47	30	42	119	38	27	28	93
Constantine	288	59	102	112	273	55	95	92	242	54	90	84	228
Coopersville	221	48	49	79	176	45	46	70	161	43	43	64	150
Copemish	124												
Croswell	379	40	101	183	324	42	95	159	296	39	82	148	269
‡Croton													
Custer	140		57	54	111		43	44	87		36	27	63
Dansville	109	47	27	46	120	40	27	46	113	36	19	32	87
Davison	208	46	67	115	228	42	55	96	193	40	49	84	173
Dearborn	330	30	115	107	252	30	76	94	200	26	76	94	196
Decatur	395	64	107	145	316	54	99	110	263	50	95	102	247
Deckerville	177	45	43	58	146	45	43	58	146	30	26	26	82
Deerfield	183	63	28	60	151								
Delray	1,827	60	520	809	1,389	56	480	760	1,296	52	460	720	1,232
Detour	388	22	96	110	228	18	82	91	191	15	65	70	150
Dexter	278	52	101	94	247	52	98	93	243	43	88	75	206
Douglas	166	33	43	47	123	27	39	36	102	25	33	32	90
Dryden	129	24	26	40	90	22	20	33	75	20	16	29	65
Dundee	372	50	89	174	313	46	61	100	207	42	54	90	186
Durand	506	42	163	331	536	36	144	286	466	33	130	248	411
‡Eagle													
East Grand Rapids	123		50	63	113						30	36	66
East Jordan	442	70	90	235	395	51	75	174	300	44	68	154	266
Eau Claire	135	32	44	68	144	23	34	45	102	21	32	37	90
Edmore	281	56	83	92	231	49	75	83	207	46	59	67	172
Elkton	312	24	49	187	260	21	39	126	186	20	35	118	173
Elsie	197	40	78	88	206	36	73	74	183	32	67	60	159
‡Emmet													
Empire	222	37	48	97	182	34	40	65	139	32	36	60	128
Essexville	528		74	75	149		66	73	139		61	73	134
Evart	459	88	138	211	437	78	110	133	321	68	103	136	307
Farmington	186	27	45	89	161	25	43	80	148	23	38	70	131
Farwell	267	44	68	121	233	35	63	97	195	28	55	68	151
Fennville	256	65	62	113	240	54	40	69	163	50	37	62	149
Fenton	603	133	181	308	622	117	162	218	497	115	150	201	466
Fife Lake	154	39	43	47	129	26	32	38	96	26	35	43	104
Flushing	229	51	70	125	246	49	62	94	205	46	53	84	183
Forestville	105												
‡Fowler													
Fowlerville	263	79	74	93	246	70	53	64	187	67	49	60	176
Frankfort	629	56	190	342	588	39	146	280	445	37	140	220	397

* When a blank occurs the item is not reported.
†Includes superintendent.
‡Not legally graded.

TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
93	90	88	90	.9	1	.....	2	.....	3	1	6	1-8	.....
80	91	76	82	.8	2	.....	1	.....	2	1	5	1-5	.....
90	93	87	90	2.4	3	.....	5	.....	7	3	15	3-5	1
95	95	94	94	.6	3	.....	4	.....	5	1	12	3-8	1
76	71	62	70	.7	2.5	.....	2.5	.....	2	1	7	1-3	.....
.....	.....	.....	81	1	1	.....	1	.....	1	1	3	.....	.....
82	88	79	83	1	.....	.....	1	.....	1	1	2	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	93	90	93	.9	.4	.....	1.3	.....	1.3	1	3	1-10	.....
81	87	79	82	1	2	.....	2	.....	2	1	6	1-12	.....
79	86	88	84	1.8	.....	.....	2	.....	2	2	4	1-4	.....
89	77	64	77	1.8	1	1	1	.....	3	3	5	1-4	.....
93	90	85	89	.8	1	.....	2	.....	2	1	5	1-6	.....
.....	.....	.....	.....	.8	1	.....	1	.....	2	1	4	1-6	.....
90	90	89	90	.8	1	1	.....	.....	2	2	3	1-6	.....
92	88	76	85	.8	2	.....	2	.....	3	1	7	2-9	.....
95	87	90	91	2	.....	.....	1	.....	2	2	3	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	85	83	87	.8	1	.....	2	.....	3	1	6	1-4	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	83	60	71	.....	.....	1	1	.....	1	1	2	.....	.....
90	71	69	76	.8	.3	1	.3	.....	1.4	2	2	.....	.....
87	73	73	78	1	1	.....	2	.....	2	1	5	.....	.....
86	64	87	79	.8	1	.....	2	.....	2	1	5	1-6	1
96	95	94	95	.9	2	1	1	.....	3	2	6	1-8	1
67	59	46	57	1	.....	.....	1	.....	1	1	2	.....	.....
.....	.....	.....	.....	1	1	.....	1	.....	2	1	4	.....	.....
90	89	81	87	.....	5	3	9	.....	15	4	29	All	1
83	79	77	80	1	.....	.....	2	.....	3	1	5	.....	.....
83	89	81	84	.6	2	.....	2	.....	2	1	6	3-7	1
92	85	88	88	1	.....	.....	1	.....	1	1	2	.....	.....
.....	.....	.....	.....	1	.....	1	.....	.....	1	2	1	.....	.....
91	88	90	90	.5	2	.....	2	.....	4	1	8	1-2	1
94	92	89	92	1.6	1	1	3	.....	6	3	10	3-7	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	62	.....	.....	1	.....	.....	1	1	1	.....	.....
94	90	88	91	.5	2	.....	2	.....	5	1	9	1-2	.....
89	90	88	89	1	.....	.....	1.3	.....	1.7	1	3	.....	.....
94	80	80	85	1	.....	.....	2	.....	2	1	4	.....	.....
95	91	93	93	1	.....	.....	1	.....	3	1	4	.....	.....
80	87	84	84	1	.....	.....	2	.....	2	1	4	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	90	92	92	1	.....	.....	1	.....	2	1	3	.....	.....
.....	.....	.....	94	.....	.....	1	1	.....	2	1	3	.....	.....
94	93	89	92	.7	2	.....	4	.....	5	1	11	1-3	.....
92	90	93	92	1	.....	.....	1	.....	2	1	3	.....	1
81	87	70	79	.9	.....	.....	2	.....	2	1	4	1-10	.....
91	90	89	90	1	1	.....	1	.....	2	1	4	.....	.....
97	93	92	94	1.5	2	.....	4.5	.....	6.5	2	13	1-2	1
.....	.....	.....	.....	1	.....	.....	1	.....	1	1	2	.....	.....
90	75	69	78	.9	1	1	1	.....	2	2	4	1-8	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	94	94	95	.8	1.5	.....	2.5	.....	3	1	7	1-6	.....
92	92	88	90	.5	1	.....	4	.....	6	1	11	1-2	1

*TABLE XVII.—Continued.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
‡Fraser													
Fremont	452	75	109	216	400	65	100	198	363	59	91	189	339
Fruitport	134	.....	34	65	99	.....	28	52	80	.....	26	38	64
Gagetown	168	.....	24	36	60	.....	20	32	52	.....	12	23	35
Gaines	90	33	37	41	111	33	37	41	111	30	31	37	98
Galesburg	153	81	48	48	177	79	46	48	173	75	44	45	164
Galien	175	54	58	45	157	46	56	38	140	45	50	32	127
‡Garden													
Gaylord	527	48	75	266	389	40	62	226	328	35	50	210	295
‡Glenwood													
Gobleville	196	65	64	52	181	60	58	46	164	50	59	40	149
Grandville	233	42	59	108	209	38	50	78	166	34	43	67	147
‡Grant													
Grass Lake	202	50	68	77	195	48	66	68	182	47	65	68	180
‡Grosse Pointe													
Grosse Pointe Farms	240	.....	40	77	117	.....	40	66	106	.....	33	35	68
Hamtramck	133	.....	80	269	349	.....	63	199	262	.....	58	172	230
Hanover	116	53	33	31	117	50	31	21	102	46	28	27	101
Harbor Beach	471	42	97	171	310	39	85	141	265	37	83	124	244
Harbor Springs	460	48	117	163	328	47	117	150	314	37	107	139	283
Harrietta	147	22	33	59	114	20	30	55	105	17	26	40	83
Harrisville	201	17	59	99	175	15	54	90	159	15	47	90	152
Hart	483	81	146	196	423	69	108	141	318	68	102	128	298
Hartford	361	72	112	187	371	63	87	141	291	59	84	132	275
Hersey	129	23	44	44	111	23	42	41	106	20	36	30	86
Hesperia	190	64	45	63	172	54	40	50	144	45	33	35	113
Highland Park	195	.....	66	77	143	.....	62	57	119	.....	59	45	104
‡Hillman													
Holly	404	68	78	150	296	68	78	150	296	56	75	132	263
Homer	252	87	78	107	272	83	78	85	246	75	76	85	236
Houghton	1,655	115	286	803	1,204	107	234	627	968	103	224	596	923
Howard City	443	50	110	230	390	33	98	205	336	31	95	180	306
Howell	559	144	158	226	528	135	152	214	501	132	147	203	482
Hubbardston	147	26	32	46	104	22	26	35	83	20	24	31	75
Imlay City	404	67	115	229	411	63	112	218	393	56	104	202	362
Iron River	576	25	150	153	328	25	150	153	328	19	112	114	245
Ithaca	571	83	156	326	565	76	116	219	411	75	106	198	379
Jerome	98	.....	20	42	62	.....	14	24	38	.....	12	25	37
Jonesville	319	55	104	156	315	50	86	119	255	48	82	110	240
Kalkaska	400	68	93	196	357	57	83	139	279	51	74	117	242
Kingsley	209	43	54	68	165	35	49	52	136	30	33	38	101
Kingston	169	.....	59	85	144	.....	50	80	130	.....	36	51	87
Laingsburgh	175	50	40	60	150	48	38	50	136	45	36	45	126
Lake Ann	87	.....	49	42	91	.....	36	21	57	.....	30	21	51
Lake City	245	11	30	173	214	10	28	168	206	6	22	144	172
Lake Linden	1,865	152	222	480	854	145	184	354	683	144	182	341	667
Lake Odessa	342	73	128	182	383	55	103	152	310	52	98	136	286
Lakeview	326	82	94	154	330	70	86	120	276	64	77	101	242
L'Anse	539	28	107	238	373	25	101	225	351	23	98	214	335
Lawrence	195	67	50	92	209	60	47	90	197	58	43	71	172
Lawton	226	58	90	85	233	56	90	85	231	54	81	72	207
Leonard	129	37	30	39	106	34	28	36	98	26	19	25	70
LeRoy	196	28	41	91	160	26	34	86	146	23	31	59	113
Leslie	267	42	69	90	201	40	65	85	190	38	65	70	173
Lexington	165	46	41	76	163	38	38	61	137	41	39	70	150

* When blank occurs item is not reported.
† Includes superintendent.
‡ Not legally graded.

TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
96	98	90	95	1.6	2		2		5	2	9	1-3	
						1			1	1	1		
	61	73	69				1		1		2		
			91	1			1		1	1	2		
			97	.8	2		1.5		1.5	1	5	1-4	
97	89	83	90	1	1		1		1	1	3		
89	84	90	88	.9	2		2		4	1	8	1-8	1
				1	1		2		1	1	4	1-12	
89	84	89	87	.9			1.3		1.7	1	3	1-8	
94	95	88	92	.9	1.5		1.5		2	1	5	1-8	1
			89			1		1		2			
	92	88	90			1	2		5	1	7		
94	93	97	95	1	1		1		1	1	3		
95	97	88	93	.8	1		2		4	1	7	1-4	
87	90	88	88	.8	1		4		4	1	9	1-4	
77	79	68	75	1			1		1	1	2		
99	86	99	95	1			1		2	1	3	1-5	
95	91	91	92	.8	2		4		3	1	9	1-4	1
94	94	91	93	1	1.5		2		3	1	6.5	1-15	
88	82	75	82	.8	1		1		1	1	3	1-6	
70	73	50	64	.9	1		1		1	1	3	1-10	
	97	81	89			.9	1		2	1	3	1-10	
82	96	88	89	2	1	2		3		7	1		
95	96	92	94	.8	2		2		3	1	7	1-4	1
96	95	92	94	4	3		9		20	5	32	All	1
95	96	90	94	.8	1		3		5	1	9	1-5	
98	97	95	97	.5	5		5		6	1	16	1-2	1
93	92	88	91	.9			1		1	1	2	1 8	
90	92	94	92	.8	2		2		3	1	7	1-4	
76	74	74	75	1			4		7	1	11	1-12	
98	92	90	93	.5	3		3		5	1	11	1-2	1
	84	76	80			1			1	1	1		
97	96	91	95	.9	1.8		2		3	1	6.8	1-8	.2
75	80	57	71	1	2		2		5	1	9		
70	70	75	71	1			2		1	1	3		
	76	81	76			1			1	1	1		
94	95	90	93	1.8			1		2	2	3	1-6	
	85	50	68			1			1	1	1		
				1			1		4	1	5		
99	98	96	98	.3	6		7		10	1	23	2-3	2
94	95	90	93	.9	1.5		2 5		4	1	8	1 10	
78	82	67	76	.8	2		2		3	1	7	1-5	
96	92	86	91	1 5		1	3		5	3	8	1-2	
97	91	78	89	.9	1 5		1.5		2	1	5	1 8	
94	90	85	90	1	1	1	1	1	1	3	3	1-12	
76	68	69	71	1			1		1	1	2		
95	78	85	86	1			1		2	1	3		
93	94	78	88	.8	1		2		2	1	5	1 6	
90	95	92	92	.9	1		1		2	1	4	1 6	

*TABLE XVII.—Continued.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Linden	206	52	44	63	159	50	40	50	140	33	33	34	100
Lisbon	132	24	15	32	71	19	13	26	58	18	14	26	58
Litchfield	170	39	51	50	140	34	50	47	131	30	48	44	122
Lowell	591	114	129	230	473	98	120	201	419	96	112	190	398
Luther	253	34	75	125	234	29	64	118	211	23	54	39	116
Lyons	169	39	36	81	156	35	32	68	135	30	29	60	119
Mackinaw City	218	34	70	78	182	28	55	66	149	28	49	45	122
Mancelona	545	47	133	334	514	40	106	247	393	37	100	207	344
Manchester	350	76	110	143	329	65	92	131	288	61	86	121	268
Manton	339	58	78	170	306	49	73	155	277	38	58	125	221
Maple Rapids	174	29	56	46	131	24	59	35	118	23	55	31	109
Marcellus	238	63	93	120	276	53	75	92	220	50	68	81	199
Marion	267	36	70	141	247	31	58	102	191	28	55	90	173
Mariette	377	82	105	160	347	69	92	120	281	67	85	109	261
‡Maybee	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mayville	256	61	58	64	183	42	50	48	140	40	45	40	125
McBain	235	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
McBrides	155	33	50	72	155	29	42	60	131	20	34	42	96
Mecosta	167	40	44	48	132	40	44	48	132	.....	.....	.....	.....
Memphis	220	46	71	70	187	37	68	56	161	32	57	42	131
Mendon	226	62	83	81	226	50	69	55	174	47	64	50	161
‡Merrill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mesick	150	40	37	47	124	30	32	36	98	20	27	28	75
Metamora	98	37	20	31	88	34	20	30	84	29	14	25	68
Middleville	217	51	66	69	186	39	59	50	148	38	55	49	142
Milan	299	63	89	99	251	56	85	88	229	54	83	86	223
Milford	229	38	80	65	183	23	58	48	129	28	69	55	152
Millersburg	236	29	39	72	140	24	29	49	102	19	20	36	75
Millington	194	40	64	93	197	35	50	68	153	30	43	59	132
Minden	189	.....	52	91	143	.....	45	80	125	.....	32	70	102
Montague	308	66	94	123	283	56	83	106	245	53	75	98	226
‡Montrose	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morenci	301	69	103	112	284	61	95	88	244	48	84	77	209
Morley	132	40	27	39	106	40	27	39	106	36	20	30	86
Morrice	144	24	23	84	131	22	20	69	111	18	19	63	100
Mt. Morrice	204	61	62	57	180	51	46	40	137	51	46	40	137
Muir	120	20	21	73	114	19	19	65	103	19	17	54	90
Munising	735	54	157	384	595	48	147	361	556	46	141	355	542
Muskegon Heights	304	33	92	160	285	33	92	160	285	31	72	115	218
Nashville	355	102	65	136	303	94	60	128	282	82	55	111	248
‡Naubinway	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newaygo	417	62	127	246	435	52	89	153	294	50	84	139	273
New Baltimore	234	33	46	53	132	29	41	29	99	28	37	27	92
Newberry	509	39	105	436	580	32	76	286	394	29	76	264	369
‡New Boston	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Buffalo	201	32	19	130	181	30	17	125	172	28	15	97	140
New Haven	167	50	46	48	144	37	43	34	114	32	36	32	100
North Adams	128	61	46	33	140	50	43	30	123	50	43	30	123
North Branch	194	94	61	68	223	78	54	63	195	51	42	48	141
Northville	476	69	206	155	430	59	185	140	384	55	174	129	358
Oakley	91	.....	38	50	88	.....	30	41	71	.....	29	32	61
Olivet	196	72	67	86	225	67	60	71	198	61	58	62	181
Onekama	174	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ontonagon	561	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Orion	254	40	55	83	178	37	47	63	147	35	39	56	130

* When a blank occurs the item was not reported.
† Includes superintendent.
‡ Not legally graded.

TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men	Women.		
62	62	62	62	1	1	.....	1	.....	1	1	3	.....	.....
92	93	81	89	1	.....	.....	1	.....	1	1	2	.....	.....
88	96	94	93	1	1	.....	1.5	.....	1.5	1	4	.....	.....
95	94	90	93	.5	2	.....	4	.....	7	1	13	1-2	.....
92	83	93	89	1	.....	.....	2	.....	2	1	4	.....	.....
76	80	74	77	.9	1	1	.....	2	.....	4	1	1-6	.....
88	70	58	72	.8	.....	.....	2	.....	2	1	4	1-6	.....
98	83	86	89	1.5	.....	1	3	.....	7	3	10	1-2	.....
95	94	94	94	.9	2	.....	2	.....	3	1	7	1-8	1
.....	.....	.....	80	.9	1	.....	2	.....	4	1	7	1-10	.....
96	95	91	94	1	.....	1	1	.....	1	2	2	.....	.....
96	92	90	93	.8	2	.....	2	.....	2	1	6	1-4	.....
90	94	89	91	1	.....	.....	1.5	.....	2.5	1	4	1-12	.....
97	92	90	93	1.8	1	.....	3.5	.....	3.5	2	8	1-4	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	79	60	66	1	1	.....	1	.....	2	1	4	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	68	59	62	1	.....	1	.....	.....	1	2	1	.....	.....
.....	.....	.....	.....	1	.....	.....	1	.....	1	1	2	.....	.....
90	83	74	82	1	.4	.....	1.3	.....	1.3	1	3	.....	.....
94	93	88	92	.9	2	1	1	.....	2	2	5	1-8	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83	68	73	74	.....	1	.....	1	.....	1	.....	3	.....	.....
85	83	87	85	1	.....	.....	1	.....	1	1	2	.....	.....
92	96	95	94	.8	2	.....	2	.....	2	1	6	1-4	.....
93	94	82	90	.8	2	1	1	.....	4	2	7	1-4	.....
90	89	84	88	.9	2	.....	2	.....	3	1	7	1-10	.....
75	67	60	67	1	.....	1	.....	2	.....	4	.....	.....	.....
85	86	86	86	.8	.5	.2	1.8	.....	1.7	1	4	.....	.....
.....	.....	.....	63	.....	.....	1	.....	.....	1	1	1	.....	.....
94	91	92	92	1	1	1	1	.....	2	2	4	1-12	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
79	88	88	85	.8	1.5	.....	2	.....	2.5	1	6	1-4	.....
91	84	75	83	1	.....	.....	1	.....	1	1	2	.....	.....
.....	.....	.....	.....	.8	.....	.....	1	.....	2	1	3	1-6	.....
83	74	70	76	1	1	.....	1	.....	1	1	3	.....	.....
95	89	59	81	1	.....	.....	1	.....	2	1	3	.....	.....
96	97	95	96	.6	2	1	5	.....	10	2	17	1-3	1
94	92	87	91	1	1	.....	2	.....	3	1	6	.....	.....
80	85	90	85	1.8	2	.....	2	.....	3	2	7	1-4	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	95	91	94	1	1	.....	3	.....	4	1	8	.....	.....
96	93	84	91	1	1	.....	1	.....	1	1	3	1-12	.....
95	88	90	91	1.6	.....	.....	4	1	9	3	13	1-3	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	79	74	80	1	.....	.....	1	.....	2	1	3	.....	.....
70	78	67	72	.9	.....	.....	1	.....	1	1	2	1-8	.....
82	93	90	88	1	1	.....	1	.....	1	1	3	.....	.....
65	78	77	70	1	1	.....	2	.....	2	1	5	.....	.....
92	90	91	91	.4	2	.....	5	.....	3	1	10	1-3	1
.....	76	67	72	.....	.....	1	.....	.....	1	1	1	.....	.....
90	80	87	86	.8	1	.....	2	.....	2	1	5	1-6	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	83	90	89	8	1	.....	2	.....	2	1	5	1-4	.....

*TABLE XVII.—CONTINUED.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school
Ortonville	105	40	36	44	120	36	30	36	102	35	24	26	85
Oscoda	431	35	70	144	249	32	70	134	236	30	66	119	215
Otisville	150	47	46	49	142	40	39	47	126	32	26	25	83
Otsego	630	104	199	230	533	84	168	176	428	74	164	169	407
Otter Lake	99	.....	41	37	78	.....	41	37	78	.....	26	24	50
Ovid	355	91	115	139	345	81	98	113	292	80	97	110	287
Oxford	271	78	83	91	252	72	77	80	229	65	66	77	208
Parma	177	67	44	55	166	65	42	53	160	.....	.....	.....	.....
Paw Paw	421	115	131	125	371	108	115	98	321	104	120	100	324
Pentwater	358	36	102	188	326	34	93	164	291	31	86	142	259
†Perrington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perry	183	32	60	88	180	28	47	65	140	26	40	62	128
Petersburg	208	39	52	90	181	33	42	74	149	31	37	62	130
Pewamo	144	37	42	47	126	32	32	36	100	26	32	31	89
Pierson	113	.....	26	63	89	.....	26	63	89	.....	19	51	70
Pinckney	131	42	43	47	132	38	38	36	112	30	35	34	99
Pinconning	323	19	81	127	227	18	75	112	205	18	73	94	185
Plainwell	325	106	83	144	333	96	76	103	275	93	70	93	256
Plymouth	506	80	142	224	446	69	118	162	349	66	110	140	316
Port Austin	325	18	43	120	181	14	37	108	159	14	35	77	126
Port Hope	198	29	31	30	90	22	27	22	71	18	23	18	59
Portland	492	101	161	201	463	79	95	158	332	79	97	137	313
Port Sanilac	134	35	27	40	102	32	25	38	95	22	22	23	67
Potterville	157	38	42	64	144	30	35	52	117	25	33	46	104
Quincy	339	86	83	133	302	76	77	104	257	70	74	102	246
Reading	242	72	80	105	257	65	64	89	218	61	75	78	214
Reed City	648	88	168	260	516	85	155	250	490	78	145	240	463
‡Reese	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Richland	96	36	21	46	103	35	20	45	100	34	19	35	88
Richmond	211	28	56	85	169	24	46	79	149	21	42	68	131
River Rouge	816	23	160	327	510	18	148	290	456	15	136	280	431
Rochester	404	46	101	177	324	42	80	140	262	37	77	115	229
Rockford	204	38	78	79	195	38	78	79	195	30	55	62	147
Rogers	308	35	50	140	225	32	47	82	161	30	44	132	206
Romeo	423	85	125	155	365	73	106	104	283	72	103	98	273
Roscommon	225	38	41	54	133	36	38	51	125	34	35	48	117
Royal Oak	288	47	87	134	268	42	80	125	247	35	83	97	215
St. Charles	542	41	91	335	467	38	82	219	339	30	74	199	303
Saline	226	52	78	81	211	46	63	65	174	43	61	62	166
Sand Lake	127	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sanilac Center	298	57	68	142	267	57	63	140	260	34	52	83	169
Saranac	271	58	129	94	281	48	112	79	239	44	102	68	214
Saugatuck	237	73	37	127	237	64	33	102	199	59	29	92	180
Schoolcraft	205	32	66	90	188	28	59	85	172	26	54	75	155
Scottville	257	60	92	97	249	48	80	82	210	44	75	80	199
Sebewaing	635	18	148	144	310	17	132	124	273	16	115	118	249
Shelby	397	68	80	153	301	56	68	131	255	54	65	125	244
Shepherd	307	66	104	107	277	52	80	72	204	48	76	68	192
Sheridan	172	48	41	72	161	38	34	48	120	30	23	37	90
Sherman	161	19	50	95	164	15	45	88	148	14	33	61	108
Sherwood	145	23	51	60	134	20	45	50	115	18	42	40	100
‡Sibley	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
‡South Frankfort	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Lyon	194	47	45	124	216	45	42	122	209	43	40	100	183
Sparta	370	60	104	158	322	56	100	152	308	53	85	117	255

* When a blank occurs the item was not reported.
† Includes superintendent.
‡ Not legally graded.

TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
88	81	72	80	1	.....	.....	1	.....	1	1	2	.....	.....
96	94	91	94	.....	1.9	.....	1.7	.....	2.3	.....	6	1-7	.....
72	67	51	63	1	.....	1	.....	.....	1	1	2	.....	.....
.....	.....	.....	.....	.7	3	.....	5	.....	5	1	13	2-7	2
.....	63	65	64	.....	.....	.....	1	.....	1	.....	2	.....	.....
98	99	98	98	1.8	1	.....	2	.....	4	2	7	1-5	1
92	93	96	94	.8	2	.....	3	.....	2	1	7	1-4	.....
.....	.....	.....	.....	1.8	.....	1	1	.....	1	3	2	1-6	1
95	96	94	95	.7	3	.....	2.5	.....	2.5	1	8	2-7	1
97	95	94	95	.9	1	.....	2	.....	4	1	7	1-8	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	85	86	88	.9	1	.....	1	.....	3	1	5	1-7	.....
94	88	84	89	.8	1	.....	1.3	.....	1.7	1	4	1-5	.....
70	83	84	79	1	.....	.....	1	.....	1	1	2	.....	.....
.....	74	80	76	.....	.....	1	.....	.....	1	1	1	.....	.....
80	93	93	89	1	.....	.....	2	.....	1	1	3	.....	.....
94	90	74	89	.8	.....	.....	2	.....	2	1	4	1-6	.....
95	93	89	92	.8	2.5	.....	2.5	.....	3	1	8	1-4	1
95	93	86	91	.7	2	.2	3	.....	4	1	9	1-7	1
78	82	80	80	1	.....	1	.....	.....	2	2	2	.....	.....
83	85	86	85	1	.....	.....	1	.....	1	1	2	.....	.....
93	95	89	94	.....	4.5	.....	4	.....	4	.....	13	1-2	.....
88	83	81	84	1	.....	1	.....	.....	1	2	1	1-12	.....
.....	.....	.....	.....	.7	.3	.....	1	.....	1	1	3	.....	.....
93	92	92	92	.8	2	.....	2	.....	3	1	.7	1-5	.....
85	94	74	84	.8	2	.....	2	.....	2	1	6	1-6	.....
90	87	92	90	2.3	2	.....	4	.....	6	3	12	5-7	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94	90	76	86	2	.....	.....	1	.....	1	2	2	.....	.....
87	91	86	88	1	1	.....	1	.....	2	1	4	.....	.....
83	91	96	90	2	1	.....	4	.....	5	2	10	.....	.....
87	85	72	81	.9	1	.....	2	.....	3	1	6	1-10	.....
79	69	58	69	.9	1	.....	2	.....	2	1	5	1-10	.....
85	88	97	90	.....	.7	1	.....	.....	2	1	3	3-10	.....
98	96	95	96	1.7	2	.....	3	.....	3	2	8	2-7	1
.....	.....	.....	.....	1	.....	.....	1	.....	1	1	2	.....	.....
94	96	92	94	.7	1	.....	2	.....	2	1	5	1-3	.....
.....	.....	.....	97	.8	1	.....	2	.....	5	1	8	1-5	.....
95	95	95	95	1	2	.....	2	.....	2	1	6	1-20	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	1	1	.....	1	.....	2	1	4	.....	.....
92	91	86	90	1	.5	.....	3	.....	2.5	1	6	.....	.....
92	90	85	89	1	1	.....	1	.....	3	1	5	.....	.....
96	95	90	94	.8	1	.....	2	.....	2	1	5	1-6	.....
.....	.....	.....	.....	.8	1	.....	2	.....	2	1	5	1-4	.....
90	90	88	89	1	.....	.....	2	.....	3	1	5	.....	.....
93	90	93	92	.9	1	.....	3	.....	4	1	8	1-9	.....
94	93	90	92	2	.....	.....	2	.....	2	2	4	.....	.....
86	90	90	89	1	.....	.....	1	.....	2	1	3	.....	.....
74	66	63	67	1	1	.....	1	.....	1	1	3	.....	.....
90	82	80	84	1	.....	1	.....	.....	2	2	2	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	94	90	92	.9	1	.....	1	.....	2	1	4	1-8	.....
90	93	92	92	.9	1	.....	2.5	.....	3.5	1	7	1-8	.....

*TABLE XVII.—Concluded.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Spring Lake	272	51	43	70	164	34	31	55	120	37	23	49	109
Springport	124	68	24	43	135	65	22	43	130	59	18	42	119
Stambaugh	560	10	93	294	397	10	89	211	310	8	75	200	283
‡Stephenson													
Stevensville	260	26	48	94	168	25	40	80	145	23	40	72	135
Stockbridge	197	41	60	78	179	34	50	70	154	32	50	70	152
‡Sunfield													
Sutton's Bay	196	26	40	39	105	18	22	33	73	18	22	33	73
Tecumseh	604	132	187	244	563	113	165	165	443	109	155	151	415
Tekonsha	164	26	61	45	132	24	57	37	118	21	55	34	110
Thompsonville	366	40	99	166	305	32	89	127	248	27	83	109	219
Three Oaks	391	52	116	123	291	49	103	101	253	48	96	94	238
Trenton	374	14	79	192	285	14	75	186	275	13	65	160	238
Tustin	165	29	52	65	146	23	45	58	126	21	41	53	115
‡Ubly													
Union City	391	94	116	186	396	68	92	140	300	64	90	128	282
Unionville	226	24	45	110	179	24	45	110	179	20	36	75	131
Utica	226	31	42	103	176	26	37	73	136	22	32	61	115
Vandalia	133	42	36	50	128	35	32	42	109	33	30	40	103
‡Vanderbilt													
Vassar	504	93	125	236	454	84	114	174	372	80	102	160	342
Vermontville	204	78	46	88	212	74	40	72	186	68	37	65	170
Vernon	150	24	36	69	129	23	36	60	119	22	34	56	112
Vicksburg	281	69	74	98	241	62	60	68	190	60	56	63	179
Wakefield	568	18	92	360	470	17	88	300	405	14	89	340	443
Warren	125		30	47	77		25	37	62		14	35	48
Watervliet	369	55	42	201	298	47	36	184	267	45	32	161	238
Wayland	142	88	48	70	206	77	42	57	176	70	33	46	149
Wayne	365	87	128	192	407	74	104	140	318	70	96	125	291
Webberville	164												
West Branch	538	63	241	166	470	60	235	132	427	52	201	110	363
‡Westphalia													
White Cloud	231	29	54	120	203	20	40	112	172	16	35	80	131
Whitehall	519	63	145	181	389	51	135	153	339	49	126	136	311
White Pigeon	149	54	36	52	142	54	34	49	137	48	29	42	119
Williamston	302	75	104	125	304	63	84	96	243	60	81	90	231
Woodland	108	43	18	43	104	38	15	36	89	36	13	32	81
‡Woodmere													
Yale	420	45	109	197	351	40	95	130	265	39	75	127	241
Zeeland	573	44	167	234	445	39	130	198	367	38	121	186	345

* Where a blank occurs the item was not reported.
† Includes superintendent.
‡ Not legally graded.

TABLE XVII.—Concluded.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
92	87	91	90	.8	1	.....	1	.....	2	1	4	1-6	.....
.....	.....	.....	82	1.8	1	.....	1	.....	1	2	3	1-6	.....
.....	.....	.....	84	.8	1	2	1	.....	8	3	10	1-4	.....
91	92	91	91	.9	1	.....	1	.....	2	1	4	1-8	.....
89	89	91	90	1	.5	.....	1.5	.....	2	1	4	1-12	.....
29	35	34	32	1	.....	.....	1	.....	1	1	2	.....	.....
98	94	91	94	1.4	3	.....	4	.....	5	2	12	4-7	1
89	90	92	90	1	.....	.....	2	.....	1	1	3	.....	.....
89	95	89	91	1	1	.....	2	.....	3	1	6	.....	.....
92	93	93	93	.8	1	.....	2	.....	3	1	6	1-4	.....
93	87	89	90	.8	1	.....	2	.....	4	1	7	1-4	.....
73	78	82	78	1	.....	.....	1	.....	1	1	2	.....	.....
93	94	92	93	.8	3	.....	3	.....	5	1	11	1-5	1
91	66	80	79	1	.....	.....	1	.....	2	1	3	1-20	.....
93	90	89	91	1	.5	.....	1	.....	1.5	1	3	.....	.....
95	96	92	94	1.9	.....	.....	1	.....	1	2	2	1-10	.....
95	90	90	92	.9	3	.....	3	.....	5	1	11	1-7	1
93	80	64	79	1	2	1	1	.....	2	2	5	.....	1
90	94	96	93	1	.....	.....	1	.....	2	1	3	.....	.....
96	93	92	94	.8	2	.....	2	.....	2	1	6	1-6	.....
90	88	87	88	.5	.5	.....	3.5	.....	8	1	12	1-2	.....
.....	45	74	63	.....	.....	1	.....	.....	1	1	1	.....	.....
.....	.....	.....	.....	1.8	.....	.....	1	.....	4	2	5	1-6	.....
91	82	84	86	2	.....	.....	1	.....	1	2	2	.....	.....
94	92	89	92	.8	2	.....	3	.....	3	1	8	1-4	.....
.....	.....	.....	83	1	.....	.....	4	.....	2	1	6	.....	.....
70	74	71	72	1	.....	.....	1	.....	2	1	3	.....	.....
.....	.....	.....	92	.9	1	.....	4	.....	4	1	9	1-8	.....
89	85	86	87	.8	2	.....	1	.....	2	1	5	1-6	.....
96	94	89	93	.9	3	1	1	.....	3	2	7	1-7	.....
91	72	88	84	1	.....	.....	1	.....	1	1	2	.....	.....
81	70	64	72	.9	1	.....	2.5	.....	3.5	1	7	1-8	.....
97	93	94	95	.8	1	.....	3	.....	4	1	8	1-6	1

*TABLE XVIII.

Miscellaneous statistics of city and graded village schools as

Incorporated cities.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Adrian	20	32	40	33	40	3	....	43	$20 00	$16 00	$12 00	18	15	11
Albion	30	37	38	35	32	7	1	40	16 00	16 00	14 00	.....	.....	.....
Alpena	20	21	39	37	9	15	26	50	.....	.....	.....	19	15.4	11.6
Ann Arbor	25	†34	.....	32	236	†14	....	250	25 00	15 00	9 00	19.2	14.3	10.5
Au Sable	30	48	50	45	....	2	8	10	.....	.....	.....	16	.....	.....
Battle Creek	24	36	38	36	40	20	8	68	20 00	18 00	12 00	.....	.....	.....
Bay City	23	31	32	30	51	12	2	65	25 00	15 00	10 00	18.8	15	11.2
Beaverton	28	40	53	41	7	3	2	12	‡	‡	‡	.....	.....	.....
Belding	18	41	46	36	17	2	....	19	16 00	16 00	16 00	17.2	13	9
Benton Harbor	22	35	36	32	35	10	5	50	18 00	14 40	14 40	18	14	10
Bessemer	18	44	37	35	4	.....	.....	4	.....	.....	.....	18	13	11
Big Rapids	25	29	33	48	6	9	8	23	18 00	15 00	12 00	19	14	10
Cadillac	21	38	48	39	7	.....	.....	7	9 00	.....	.....	17	.....	.....
Charlotte	30	32	38	34	49	15	7	71	5 00	4 00	3 50	18.4	14.2	10
Cheboygan	27	40	43	40	6	2	....	8	15 00	15 00	.....	18.3	.....	.....
Clare	20	33	35	31	15	.....	.....	15	10 00	.....	.....	18	13.7	10.5
Coldwater	19	32	40	32	19	6	10	35	20 00	16 00	12 00	18.8	15.5	11.8
Corunna	20	27	37	30	20	7	4	31	10 00	7 00	7 00	18	15	11
Crystal Falls	18	42	40	36	.....	.....	.....	.....	.....	.....	.....	17.7	13	10
Detroit	22	31	41	34	.....	.....	.....	.....	50 00	28 00	28 00	.....	.....	.....
Dowagiac	28	40	38	37	36	9	12	57	16 00	12 00	10 00	18.8	14.7	10.5
East Tawas	32	41	53	46	.....	.....	.....	.....	12 00	.....	.....	17	13	.....
Eaton Rapids	21	35	38	32	50	4	1	55	16 00	12 00	12 00	17	.....	.....
Escanaba	22	37	43	40	3	2	1	6	30 00	20 00	15 00	.....	.....	.....
Flint	25	32	36	33	57	12	4	73	24 00	20 00	12 00	18	14	10
Gladstone	20	41	44	40	....	....	....	....	.....	.....	.....	18	.....	.....
Gladwin	46	43	68	54	40	....	....	40	10 00	5 00	5 00	17	.....	.....
Grand Haven	20	36	26	33	18	9	3	30	10 00	7 50	5 00	18.6	.....	.....
Grand Ledge, 9 fr	21	47	42	35	13	5	....	18	14 00	10 00	.....	17	14	10
Grand Ledge, 11 fr	10	35	46	34	....	4	....	4	.....	10 00	.....	.....	14.5	10
Grand Rapids	28	29	33	32	100	37	41	178	20 00	16 00	12 00	18.5	14.5	11
Greenville	22	47	36	36	52	3	3	58	17 50	14 00	12 00	19	14.7	11
Hancock	19	36	47	39	14	6	....	20	48 00	20 00	20 00	18.5	.....	.....
Harrison	26	38	33	33	3	2	....	5	.....	.....	.....	15	13	8
Hastings	26	37	27	30	44	8	1	53	15 00	13 65	13 65	19	.....	.....
Hillsdale	30	35	36	34	60	4	....	64	15 00	12 00	9 00	18.5	.....	.....
Holland	27	41	44	40	28	26	4	58	8 00	8 00	8 00	19	14	10
Hudson	22	39	27	28	40	10	....	50	16 00	13 20	10 00	17.5	13.5	8
Ionia	18	21	35	28	.....	.....	.....	109	20 00	15 00	10 00	.....	.....	.....
Iron Mountian	18	39	42	39	2	....	....	2	15 00	.....	.....	18.5	14.5	10.5
Ironwood	25	40	40	39	2	....	....	2	25 00	.....	.....	18	14	10
Ishpeming	25	51	40	40	.....	.....	.....	.....	.....	.....	.....	17.5	13.5	11.5
Jackson	24	33	36	34	22	8	5	35	20 00	16 00	12 00	19	15	11
Kalamazoo	25	37	40	37	22	42	34	98	38 00	19 00	12 00	18.4	.....	.....
Lansing	22	28	29	27	48	9	8	65	19 50	9 75	9 75	17.5	14.3	.....
Lapeer	20	42	30	30	30	11	....	41	20 00	16 00	12 00	19	15	10
Ludington	27	33	37	34	35	1	....	36	15 00	12 00	12 00	19	13.9	10.3
Mackinac Island	12	33	90	38	.....	.....	.....	.....	.....	.....	.....	.....	14.5	10
Manistee	20	33	32	30	32	6	9	47	20 00	16 00	10 00	18	14	10
Manistique	18	35	32	31	....	....	....	....	15 00	15 00	15 00	18	14.3	11.2

*When a blank occurs the item was not reported.
†Includes both grammar and primary departments.
‡No record kept. Tuition free.

TABLE XVIII.

reported by superintendents for the school year 1903–1904.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
36	1	yes	1-4	12	148	....	21	52	yes	yes	no	no	no	yes	yes	no	no
34	5	no	1-4	12	....	....	....	....	yes	yes	no	yes	no	no	yes	no	no
17	8	no	....	12	50	....	....	40	yes	no	no	no	.....	yes	yes	no	no
72	7	no	1 6	12	270	8	78	111	yes	yes	no	yes	yes	yes	yes	no	no
11	2	yes	1 2	11	20	....	....	23	no	no	no	no	no	no	no	no	no
50	10	yes	.....	13	250	14	27	76	yes	yes	no	yes	yes	no	yes	yes	no
71	10	no	.....	12	159	7	120	61	yes	yes	no	yes	yes	yes	yes	yes	yes
1	1	no	1 8	12	3	....	....	16	no	no	no	no	no	yes	no	no	no
8	1	yes	1-2	12	27	....	....	14	no	yes	yes	no	no	yes	yes	no	no
23	4	.....	.....	12	60	7	....	35	yes	yes	yes	no	no	yes	yes	yes	no
9	5	yes	.....	12	45	....	....	20	yes	yes	yes	no	no	yes	yes	no	no
17	4	yes	1 2	12	60	....	....	45	yes	yes	yes	no	no	yes	yes	no	no
16	3	yes	1-5	12	75	....	....	40	yes	yes	yes	.....	.....	no	yes	no	no
21	1	no	1 8	12	80	....	....	85	yes	yes	yes	yes	no	yes	yes	no	no
17	7	no	.....	12	40	....	....	16	yes	yes	no	no	no	yes	yes	no	no
4	1	yes	1-3	12	20	....	....	15	no	no	no	no	no	.....	yes	.....	.....
13	4	yes	.....	12	45	....	....	26	no	no	no	no	no	yes	yes	no	.....
7	1	no	1-3	12	30	....	....	10	yes	yes	no	no	no	no	yes	no	no
9	9	yes	.....	12	23	....	....	20	yes	yes	no	no	no	yes	yes	no	no
....	74	yes	.....	12	836	37	312	698	yes	yes	yes	yes	yes	yes	yes	yes	yes
17	3	yes	.....	12	74	....	....	36	yes	yes	yes	no	no	no	yes	no	no
6	1	yes	1 2	12	6	....	....	....	no	no	yes	no	no	yes	yes	no	no
16	2	no	1 4	12	43	....	....	31	yes	.....	.....	.....	.....	.....	yes	.....	.....
20	5	yes	1 2	12	72	....	8	40	yes	yes	yes	no	no	yes	yes	no	no
51	8	yes	1 5	12	80	...	47	75	yes	yes	yes	yes	no	yes	yes	no	no
3	1	yes	.....	12	12	....	9.	....	no	no	no	no	no	no	no	no	no
12	1	no	1-2	11	..	....	....	....	no	no	no	no	no	no	no	no	no
17	4	yes	.....	12	60	...	....	36	no	no	yes	no	no	yes	yes	no	no
9	1	no	1 6	12	29	....	....	14	yes	no	yes	no	no	no	yes	no	no
....	1	no	1 6	11	....	....	....	....	no	no	no	no	no	no	yes	no	no
137	38	yes	.....	12	550	....	76	543	yes	yes	no	yes	yes	yes	yes	yes	yes
15	4	....	1-5	12	80	3	35	30	yes	yes	no	no	no	yes	yes	no	no
13	2	no	1-4	12	36	....	9	18	no	yes	yes	no	no	no	yes	no	no
...	1	no	.....	12	....	....	....	....	no	no	no	no	no	no	no	no	no
16	3	no	.....	12	85	....	....	35	yes	yes	no	no	no	no	yes	no	no
29	2	no	.....	12	81	....	....	61	yes	yes	no	yes	no	no	yes	no	.....
23	4	yes	.....	12	40	....	....	30	yes	yes	no	no	no	no	yes	no	no
11	2	yes	1 4	12	33	....	....	21	yes	yes	yes	no	no	no	yes	no	no
22	4	yes	1-2	12	30	....	7	20	yes	yes	yes	no	no	yes	yes	no	no
18	8	no	1-3	12	20	....	....	11	yes	no	no	yes	yes	yes	yes	no	no
15	9	yes	.....	12	42	....	....	51	yes	yes	no	no	yes	no	yes	no	yes
38	8	yes	.....	12	104	....	....	50	yes	yes	no	yes	yes	yes	yes	no	no
30	16	no	.....	12	149	...	29	170	yes	yes	.....	no	no	no	yes	no	yes
47	10	yes	no	12	245	7	12	75	yes	yes	no	yes	yes	yes	yes	yes	yes
53	12	no	....	12	208	17	....	229	yes	yes	no	no	no	yes	yes	no	.....
19	....	no	1 6	12	21	....	6	15	no	no	no	no	no	yes	yes	no	.....
34	....	yes	.....	12	102	....	....	61	yes	yes	yes	no	no	.....	yes	no	no
...	1	no	1 6	....	....	....	....	....	no	no	yes	no	no	.....	yes	.....	.....
41	6	yes	1 2	12	80	....	23	27	yes	yes	no	no	no	yes	yes	no	no
7	3	yes	.....	12	33	....	....	9	yes	yes	no	no	no	yes	yes	no	no

*TABLE XVIII.—CONTINUED.

Incorporated cities.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to Grammar department.
Marine City	24	56	35	38	10	8	....	18	$20 00	$10 00	$10 00	18	14	11.5
Marquette	18	40	30	30	....	....	....	....	.....	.....	.....	17.6	.....	.....
Marshall	26	30	30	29	45	9	7	61	20 00	16 00	10 00	17.5	14.9	10.2
Mason	27	38	40	34	39	15	4	58	12 00	8 00	8 00	.....	.....	.....
Menominee	16	45	43	40	4	5	8	17	19 00	15 00	10 00	18	.....	.....
Midland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monroe	16	45	43	35	42	14	8	64	16 00	12 00	8 00	18.7	14.1	11.3
Mt. Clemens	17	46	41	37	19	3	....	22	12 00	10 00	8 00	19	13.8	10.8
Mt. Pleasant	25	26	33	28	40	1	1	42	13 00	10 00	10 00	17	13	11
Muskegon	29	45	36	37	11	4	2	17	24 00	20 00	12 00	20	.....	.....
Negaunee	17	38	42	37	.....	.....	.....	.....	.....	.....	.....	.....	13.3	10
Niles	26	44	37	37	30	8	4	42	15 20	11 40	7 60	18	.....	.....
North Muskegon	.....	35	43	39	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Norway	21	49	54	47	10	.....	....	10	35 00	.....	.....	18	.....	.....
Omer	10	30	55	40	1	1	....	2	.....	.....	.....	15	12	8
Onaway	14	46	36	35	4	6	6	16	7 50	7 50	7 50	18	12	9
Owosso	24	38	40	36	30	9	3	42	16 00	12 00	10 00	18.2	.....	.....
Petoskey	22	36	31	31	.....	.....	.....	44	14 25	9 50	9 50	18.5	.....	.....
Pontiac	25	37	33	33	30	18	8	56	20 00	18 00	14 00	18.6	14.3	10.2
Port Huron	29	50	43	43	7	5	1	13	21 00	15 00	9 00	18	14	10
Saginaw	21	31	32	30	39	8	8	55	22 00	18 00	14 00	18.9	15.4	11.2
Saginaw W. S.	21	29	41	47	28	12	3	43	25 00	12 00	9 00	19	.....	.....
St. Clair	21	35	40	35	11	2	1	14	15 00	10 00	7 50	18	14.6	10
St. Ignace	28	44	51	45	2	3	....	5	9 00	.....	.....	17.3	.....	.....
St. Johns	31	42	38	37	49	7	1	57	20 00	13 50	9 00	18.5	13.5	9.5
St. Joseph	24	38	33	32	7	5	2	14	14 40	10 80	7 20	18.6	14.3	11.5
St. Louis	16	34	46	34	34	8	3	45	12 50	10 00	10 00	18	.....	.....
Sault Ste. Marie	26	51	68	54	‡	‡	‡	‡	.....	.....	.....	19	14	10
South Haven	29	33	42	33	72	45	25	142	15 20	9 50	5 70	19	14	9
Standish	16	39	55	39	....	....	....	....	12 50	10 00	10 00	.....	14.5	9.5
Stanton	29	28	37	31	16	4	....	20	9 50	9 50	4 25	18	15	12
Sturgis	23	32	42	34	14	6	2	22	16 00	13 00	10 00	17.8	15.3	10.5
Tawas City	17	45	47	38	2	....	....	2	10 00	7 50	7 50	17	13	11
Three Rivers	†19	.....	30	26	13	....	....	13	16 00	.....	13 00	18	.....	.....
Traverse City	27	37	39	36	....	....	....	50	18 00	13 40	.....	19	.....	.....
West Bay City	19	28	33	30	8	9	12	29	25 00	20 00	15 00	17.7	14.8	11.1
Wyandotte	11	30	33	29	5	1	1	7	12 00	10 00	10 00	19	14	12
Ypsilanti	27	35	37	33	48	7	2	57	16 00	10 00	10 00	18	14.5	10

* When a blank occurs the item was not reported.
†Includes both high school and grammar departments.
‡No record kept. Tuition free.

TABLE XVIII.—CONTINUED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
8	3	no	.....	12	30	....	....	10	yes	yes	.....	.....	.....	yes	yes	no	.....
36	....	yes	.....	12	62	....	46	51	yes	yes	no	yes	yes	yes	yes	no	no
20	3	no	1-2	12	161	....	....	42	yes	yes	no	no	no	yes	yes	no	no
15	....	yes	1-2	12	52	....	....	29	no	no	no	no	no	no	no	no	no
21	7	yes	1-3	12	18	....	....	30	.....	yes	.....	yes	yes	yes	yes	.....	yes
....	....	.....	.....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	3	no	.....	12	66	4	....	30	yes	yes	yes	.....	.....	.....	yes	no	.....
15	4	yes	.....	12	35	....	....	18	yes	yes	no	no	no	yes	no	no	no
23	3	no	2-5	12	80	....	....	40	yes	yes	.....	.....	.....	yes	yes	no	.....
6	8	yes	.....	12	210	4	33	102	yes	yes	no	yes	yes	yes	yes	no	yes
15	2	yes	.....	12	12	....	15	4	yes	yes	no	no	no	yes	yes	.....	.....
17	6	no	.....	12	127	....	....	61	yes	yes	yes	no	no	no	yes	no	no
....	2	no	.....	9	....	....	....	....	no	no	no	no	no	no	no	no	no
7	4	no	.....	12	30	....	....	....	yes	yes	yes	no	no	yes	yes	no	.....
4	1	no	.....	10	....	....	....	....	.....	.....	.....	.....	.....	.....	no	no	.....
3	1	no	.....	12	13	....	....	2	.....	yes	yes	.....	.....	yes	no	.....	.....
35	4	no	.....	12	117	....	....	51	yes	yes	no	no	no	yes	yes	no	no
7	3	no	1-4	12	18	....	....	20	yes	yes	no	no	no	yes	yes	no	no
10	7	yes	.....	12	68	....	20	24	yes	yes	no	no	no	no	yes	no	no
44	15	no	1-4	8	140	3	30	70	yes	yes	yes	no	no	yes	yes	no	no
62	13	no	.....	12	141	....	68	355	yes	yes	yes	yes	yes	yes	yes	yes	yes
35	....	no	.....	12	79	....	28	59	yes	yes	no	yes	yes	yes	yes	no	no
13	2	no	1-2	12	26	....	....	20	no	no	no	no	no	no	yes	no	no
6	3	yes	1-2	12	7	....	....	1	no	no	yes	no	no	yes	yes	no	.....
25	3	no	1-2	13	70	....	....	40	yes	yes	no	no	no	yes	yes	no	no
25	3	yes	.....	12	76	....	....	35	yes	yes	.....	.....	.....	yes	yes	no	.....
13	2	yes	.....	12	28	....	....	13	no	no	yes	no	no	yes	yes	no	no
18	7	yes	1-2	12	45	....	30	33	yes	yes	yes	yes	yes	yes	yes	no	no
13	3	no	1-3	12	65	....	....	37	yes	yes	yes	no	no	yes	yes	no	no
....	2	yes	1-4	12	8	....	....	10	no	yes	yes	no	no	yes	yes	no	no
8	2	yes	.....	12	28	....	....	....	no	no	no	no	no	yes	yes	no	no
5	1	yes	.....	12	23	....	....	17	yes	yes	no	no	no	.....	yes	no	.....
1	1	no	1-8	12	11	....	....	....	no	no	no	no	no	no	no	no	no
14	2	yes	.....	12	50	....	20	30	yes	yes	.....	.....	.....	yes	yes	no	no
33	6	yes	1-6	12	120	....	....	64	yes	yes	yes	yes	no	yes	yes	yes	no
17	....	no	.....	12	....	....	....	....	yes	no	no	no	no	yes	yes	no	no
5	3	yes	.....	12	31	....	....	24	yes	yes	yes	no	no	no	yes	no	no
32	4	no	1-6	12	101	4	16	74	yes	yes	no	yes	yes	no	yes	no	no

*TABLE XVIII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Addison	17	33	37	28	15	....	....	15	$12 60	$10 80	$9 00	18	....	....
Algonac	18	33	37	32	7	2	1	10	9 00	6 75	6 75	18	13	10
Allegan	31	47	33	36	44	....	....	44	13 30	....	....	17.6	....	....
Alma	31	32	40	37	29	6	1	36	10 00	10 00	10 00	19	13	....
Almont	25	29	42	32	21	6	2	29	13 60	10 00	10 00	18	15	10
Armada	32	30	41	34	25	8	5	38	13 50	10 00	4 50	17.4	12.6	9.9
Ashley	41	32	65	46	1	....	....	1	....	....	....	....	....	....
Athens	15	28	34	24	17	6	....	23	11 25	9 00	9 00	.....	14.5	10
†Atlanta	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Attica	.....	18	41	30	....	9	3	12	.....	10 00	5 00	.....	16 *	.....
Augusta	24	23	33	27	26	1	....	27	....	....	....	18	15	10
Bad Axe	31	31	39	33	30	4	2	36	15 00	12 50	10 00	18	14	10.3
Baldwin	8	40	33	31	....	....	....	....	....	....	....	.....	14	10
Bancroft	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Bangor	30	50	55	44	40	8	17	65	13 30	9 50	4 75	19	.....	.....
Baraga	21	61	44	39	....	....	....	....	....	....	....	18	....	.....
Bear Lake	47	28	77	51	10	....	....	10	15 00	....	....	15	12	.....
Bellaire	18	41	43	37	4	3	....	7	11 25	9 00	9 00	17	13.9	9.4
Bellevue	20	34	36	29	12	3	1	16	12 50	12 50	12 50	17	....	.....
Benzonia	6	26	67	26	....	2	....	2	14 00	10 00	10 00	.....	.....	.....
Berrien Springs	22	25	37	27	18	7	....	25	12 00	10 00	10 00	17	14	9
Birmingham	32	29	59	38	41	13	....	54	16 00	13 00	....	19	....	.....
Blissfield No. 1	20	37	54	33	10	1	....	11	10 00	10 00	10 00	18	12	8
Blissfield No. 2	24	54	41	36	20	3	1	24	....	....	....	18	14	10
Bloomingdale	30	40	50	38	....	....	....	29	9 00	....	....	17	....	.....
Boardman	39	48	44	45	2	....	....	2	10 00	....	....	16	12	8
Boyne	11	29	54	34	3	1	....	4	18 00	13 50	13 50	17	13.4	10
Boyne Falls	20	32	35	32	8	....	....	8	....	....	....	15	....	.....
Breedsville	.....	25	35	30	....	4	1	5	....	....	....	....	....	.....
Brighton	21	25	33	36	16	....	....	16	14 00	10 00	10 00	18.5	14	10
Britton	40	38	40	38	6	1	....	7	9	9 00	....	....	....	.....
Bronson	26	27	41	30	12	7	....	19	14 00	10 00	10 00	18	14	10
Brooklyn	20	40	33	29	16	5	1	22	10 00	10 00	7 00	17	13	9.7
Brown City	17	41	53	41	5	6	5	16	10 00	7 50	7 50	....	....	.....
Buchanan	17	27	33	26	27	2	....	29	12 66	9 50	6 33	17	14	10
Burlington	28	20	22	23	5	....	....	5	....	....	....	....	....	.....
Burr Oak	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
Byron	22	50	33	33	8	12	5	25	12 50	12 50	10 00	17	.....	.....
Caledonia	54	31	35	38	42	....	....	42	10 00	10 00	....	....	....	.....
Calumet	16	42	39	37	37	....	....	37	40 00	20 00	....	....	....	.....
Camden	17	25	21	23	5	9	....	14	9 00	9 00	....	17.2	....	.....
Capac	24	48	53	40	21	4	....	25	15 00	10 00	10 00	17.5	14	9
Caro	28	32	45	39	42	4	4	50	13 00	10 00	7 80	19	13.8	10.8
Carson City	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
Carsonville	40	39	54	43	1	....	....	1	.....	.....	.....	17	.....	.....
Caseville	45	37	50	41	1	....	....	1	10 00	10 00	10 00	17	14	9
Casnovia	16	27	40	28	8	1	2	11	12 25	9 20	.....	17	13	8.5
Cass City	37	33	56	43	44	2	....	46	15 00	12 50	7 50	18	....	.....
Cassopolis	18	35	40	34	10	6	5	21	14 00	12 00	10 00	17.5	11	8
Cedar Springs	17	31	44	30	27	5	10	42	14 25	11 40	6 33	17.6	.....	.....
Central Lake	20	39	44	35	5	3	2	10	....	....	....	19.5	.....	.....
Centreville	23	54	28	23	8	1	....	9	13 00	13 00	13 00	17.5	.....	.....
Charlevoix	18	38	37	31	11	4	1	16	13 50	9 00	9 00	18.3	14	9.7
Chelsea	22	30	33	28	29	8	2	39	15 00	12 00	9 00	17	13	9
Chesaning	17	36	51	31	17	6	....	23	10 00	.....	.....	17.3	12.7	10.2

*Where a blank occurs the item was not reported.
†Not legally graded.

TABLE XVIII.—CONTINUED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
3	....	yes	1-3	12	5	....	....	14	no	no	no	no	no	.....	yes	.....	.....
3	1	no	.....	12	7	....	....	....	no	no	no	no	no	no	no	no	no
29	5	no	1-5	12	50	....	....	44	yes	yes	no	no	no	yes	yes	no	.....
10	1	yes	1-2	12	46	....	....	21	yes	yes	yes	no	no	no	yes	no	no
14	1	no	1-3	12	12	....	....	....	no	no	no	no	no	no	yes	no	no
12	1	no	.....	12	20	....	....	....	no	no	no	no	no	no	no	no	no
....	1	no	.....	10	....	....	....	....	....	....	....	....	....	no	yes	no	no
....	1	yes	1-3	12	....	....	....	6	no	no	no	no	no	no	yes	no	no
6	1	no	.....	10	4	2	....	....	no	no	yes	no	no	no	yes	no	no
7	....	no	1-5	12	8	....	....	16	no	no	no	no	no	no	yes	no	no
7	1	no	.....	12	24	....	....	20	yes	yes	yes	no	no	no	.....	no	no
....	....	no	1-8	10	....	....	....	....	no	no	no	no	no	no	.....	no	no
22	1	yes	1-2	12	26	....	....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	6	yes	1-5	12	....	....	....	....	yes	yes	yes	no	no	yes	yes	no	no
1	1	.....	.....	10	....	....	....	....	no	no	yes	no	no	no	yes	no	no
1	1	no	1 3	12	11	....	....	....	.....	.....	.....	.....	yes	yes	yes	no	no
14	1	yes	.....	12	28	....	....	24	yes	no	no	no	no	no	yes	no	no
1	1	no	.....	12	1	....	....	8	yes	no	no	no	no	no	yes	.....	.....
9	....	no	.....	12	12	....	....	....	no	no	no	no	no	no	yes	no	no
15	1	no	1-4	12	34	....	....	24	.....	.....	.....	.....	.....	yes	yes	no	no
3	1	no	.....	12	12	....	....	....	no	yes	yes	no	no	no	yes	no	no
10	1	no	1-10	12	8	....	....	8	no	no	no	no	no	yes	.....	no	no
5	1	no	.....	12	7	....	....	10	no	no	no	no	no	no	no	no	no
5	....	no	1-2	8	....	....	....	....	.....	.....	.....	no	no	yes	no	no	no
4	....	no	1-2	12	24	....	....	....	no	no	no	no	no	no	yes	yes	no
2	1	no	1-6	10	....	....	....	....	no	no	no	no	no	no	yes	no	no
....	1	no	1-12	9	....	....	....	....	no	no	no	no	no	no	yes	no	no
5	....	no	1-4	12	18	....	....	20	.....	.....	.....	.....	.....	yes	.....	.....	.....
....	1	no	.....	10	....	....	....	....	no	no	yes	no	no	no	yes	no	no
6	....	yes	1-2	12	20	....	....	....	.....	yes	yes	.....	.....	yes	yes	no	.....
2	2	no	1-10	12	15	....	....	....	no	yes	yes	no	no	yes	no	no	no
1	1	no	.....	11	2	....	....	4	no	no	no	no	no	yes	no	no	no
10	2	no	.....	12	22	....	....	21	yes	yes	no	no	no	no	yes	no	no
....	....	no	.....	10	....	....	....	....	no	no	no	no	no	no	no	no	no
1	1	yes	1 3	11	....	....	....	....	no	yes	yes	no	.....	no	no	no	no
17	1	no	.....	11	....	....	....	....	no	no	no	no	.....	....	yes	no	.....
22	....	yes	.....	12	....	....	....	....	.....	yes	.....	yes	yes	yes	yes	yes	yes
4	....	no	1-2	12	....	....	....	....	no	yes	yes	no	no	no	yes	no	no
13	1	no	.....	12	8	....	....	....	no	no	yes	no	no	no	yes	no	no
15	1	yes	1 3	12	32	....	....	21	yes	yes	yes	no	no	yes	yes	no	.....
6	1	no	.....	10	....	....	....	....	.....	.....	.....	.....	.....	no	yes	no	no
6	1	no	1-3	10	6	....	....	....	no	no	no	no	no	....	no	no	no
1	1	yes	1 6	10	....	....	....	....	.....	.....	yes	....	....	no	no	no	no
10	1	yes	1 2	12	22	....	....	14	no	yes	yes	no	no	no	yes	no	no
....	1	no	1 3	12	21	....	....	13	no	no	no	no	no	no	yes	no	no
8	1	yes	1 2	12	....	....	....	....	.....	.....	.....	.....	.....	no	yes	no	no
3	1	yes	1 4	12	20	....	....	....	.....	yes	.....	.....	.....	yes	yes	no	no
4	1	no	1-6	12	....	....	....	....	no	no	no	no	no	no	yes	no	.....
9	1	no	1 2	12	29	....	....	17	yes	yes	yes	no	no	yes	yes	no	.....
8	1	yes	1 4	12	26	....	....	19	yes	yes	no	no	no	no	yes	no	no
3	1	yes	.....	12	19	....	....	13	yes	no	no	no	no	no	yes	no	no

*TABLE XVIII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Clarkston	20	44	33	23	15	....	....	15	$13 00	.....	.....	17	.....	.....
Clayton	36	30	41	36	17	....	3	20	9 00	.....	.....	16	12	9
†Clifford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Climax	27	32	32	29	6	7	5	18	12 60	$12 60	$10 80	18	.....	.....
Clinton	20	31	45	30	18	3	....	21	.....	.....	.....	17	.....	.....
Clio	36	20	30	28	10	14	2	26	14 00	.....	.....	17	.....	.....
Coleman	10	54	55	37	8	....	....	8	10 00	.....	.....	.....	.....	.....
Coloma	12	37	49	32	9	6	2	17	13 50	13 50	13 50	18	14	10
Columbiaville	15	27	34	24	....	....	....	....	10 00	10 00	10 00	18	15	.....
Concord	26	30	21	24	25	4	1	30	12 00	10 50	8 25	17	.....	.....
Constantine	20	47	31	30	19	4	3	26	15 00	12 00	9 00	18	15	10
Coopersville	23	46	35	32	25	5	....	30	12 50	10 00	10 00	17	12	8
Copemish	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Croswell	23	47	53	44	8	6	....	14	10 00	10 00	10 00	17	15	11
†Croton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Custer	.....	22	44	29	....	1	....	1	.....	9 00	.....	.....	14	.....
Dansville	36	19	34	28	24	3	....	27	10 00	8 00	8 00	17	13.7	10
Davison	21	27	48	32	11	9	1	21	12 00	10 00	10 00	.....	13.5	9
Dearborn	17	38	47	34	5	2	....	7	10 00	7 50	7 50	16	.....	.....
Decatur	19	50	37	33	26	6	1	33	13 00	10 00	7 00	18	14	10
Deckerville	45	43	58	45	8	....	....	8	15 75	.....	.....	17	12	8
Deerfield	.....	.....	.....	.....	8	....	....	8	.....	.....	.....	.....	.....	.....
Delray	12	40	51	41	12	....	....	12	10 00	.....	.....	18	14	.....
Detour	18	41	30	32	3	....	....	3	.....	.....	.....	16	.....	.....
Dexter	20	49	46	37	24	1	2	27	14 40	13 60	10 80	17	.....	.....
Douglas	27	39	36	34	3	....	....	3	9 00	9 00	9 00	16	.....	.....
Dryden	22	20	33	25	10	2	1	13	12 50	12 50	10 00	.....	.....	.....
Dundee	18	30	25	24	16	5	....	21	15 00	9 00	.....	18	14.5	10.5
Durand	14	36	48	37	7	13	3	23	12 00	10 00	10 00	17	14	10
†Eagle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
East Grand Rapids	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 00	.....	.....	12	.....
East Jordan	20	37	35	32	12	4	1	17	9 00	6 75	6 75	17	13	10
Eau Claire	23	24	28	25	14	2	....	16	9 00	.....	.....	16	14	.....
Edmore	49	38	42	41	11	1	....	12	9 50	.....	.....	17	13	9
Elkton	21	39	42	37	9	2	3	14	10 00	6 00	4 00	15.5	.....	.....
Elsie	36	37	37	37	23	2	....	25	12 50	10 00	7 50	.....	.....	.....
†Emmet	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Empire	34	40	32	35	....	....	....	....	.....	.....	.....	.....	.....	.....
Essexville	.....	33	37	35	....	....	....	....	.....	.....	.....	.....	14	.....
Evart	30	27	27	28	15	1	....	16	10 00	10 00	7 50	18.6	12.4	8.4
Farmington	25	43	40	37	13	2	5	20	16 00	10 00	10 00	17	14	11
Farwell	40	31	49	39	12	....	2	14	9 00	7 20	7 20	15	12	7
Fennville	27	40	35	41	24	2	2	28	12 50	12 50	12 50	16	.....	.....
Fenton	33	36	33	34	44	15	5	64	20 00	16 00	12 00	18.7	.....	.....
Fife Lake	26	32	38	31	4	....	....	4	9 00	.....	.....	17	.....	.....
Flushing	26	31	47	34	20	7	1	28	14 00	12 00	10 00	17	.....	.....
Forestville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†Fowler	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fowlerville	30	17	21	26	44	5	....	49	15 00	12 00	12 00	18	15	10
Frankfort	26	37	47	38	2	2	....	4	10 00	10 00	5 00	19	14	10
†Fraser	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fremont	18	50	40	34	11	6	3	20	12 50	10 00	7 50	18	.....	.....
Fruitport	.....	24	52	40	....	1	....	1	.....	.....	.....	18	.....	.....
Gagetown	.....	20	32	26	....	2	2	4	.....	10 00	10 00	.....	.....	.....
Gaines	33	37	41	37	6	4	2	12	12 50	7 50	5 00	17	.....	.....

*Where a blank occurs the item was not reported.
†Not legally graded.

TABLE XVIII.—CONTINUED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
6	1	no	1-4	12	8	....	....	....	no	no	no	no	no	no	yes	no	no
2	1	no	.....	10	....	....	....	....	no	no	yes	yes	no	no	no	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	1	.....	1-4	12	9	....	....	....	no	no	no	no	no	.....	yes	no	.....
3	1	no	.....	12	14	....	....	12	no	yes	yes	no	no	no	no	no	no
4	1	yes	1-4	12	34	....	....	18	no	no	no	no	no	yes	yes	no	no
2	1	no	1-3	.....	10	....	....	....	no	no	no	no	no	.....	yes	.....	.....
3	1	no	1-2	12	9	....	....	....	no	no	no	no	no	yes	yes	no	no
6	1	no	.....	12	3	....	....	9	no	no	no	no	no	no	yes	no	no
8	1	no	1-4	12	5	....	....	....	no	no	no	no	no	yes	yes	no	no
....	....	.....	1-6	12	22	....	....	11	no	no	yes	no	no	.....	yes	no	no
8	....	yes	.....	11	....	....	....	....	no	yes	yes	no	no	yes	no	no	.....
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	1	no	.....	12	....	....	....	....	no	yes	yes	no	no	no	yes	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	1	no	.....	10	4	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	....	no	1-2	12	9	....	....	....	no	no	no	no	no	yes	no	no	no
9	1	no	1-4	11	....	....	....	....	no	no	yes	no	no	no	yes	no	no
1	1	no	1-3	12	....	....	....	....	yes	yes	.....	.....	.....	yes	.....	no	no
6	1	yes	.....	12	18	....	....	12	yes	no	no	no	no	no	yes	no	no
10	....	no	.....	10	....	....	....	....	no	no	no	no	no	.....	.....	no	no
....	....	no	.....	12	....	....	....	....	no	yes	yes	no	no	no	no	no	no
6	3	yes	1-2	12	9	....	....	31	yes	yes	no	.....	.....	yes	yes	no	.....
3	....	no	1-3	10	....	....	....	....	no	no	no	no	no	no	no	no	no
14	1	no	.....	12	12	....	....	12	yes	no	no	no	no	.....	.....	no	.....
1	1	no	.....	10	....	....	....	....	no	no	no	no	no	no	yes	.....	.....
5	1	no	1-4	10	....	....	....	....	yes	no	yes	no	no	no	.....	no	no
9	....	yes	1-4	12	11	....	....	....	yes	.....	.....	.....	.....	yes	.....	no	no
5	2	yes	.....	12	10	....	....	....	.....	yes	.....	.....	.....	yes	yes	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	1	no	.....	8	....	....	....	....	.....	.....	.....	.....	.....	yes	no	no	.....
5	....	no	1-2	12	7	....	....	9	no	no	no	no	no	no	yes	no	no
....	1	no	.....	12	12	....	....	....	yes	.....	.....	.....	.....	no	yes	no	no
10	1	yes	1-2	11	....	....	....	....	no	no	no	no	no	yes	no	no	no
....	....	no	1-18	11	....	....	....	....	no	no	no	no	no	yes	yes	no	no
9	1	no	.....	.....	....	....	....	....	no	no	no	no	no	.....	.....	.....	.....
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
....	1	no	.....	11	....	....	....	....	.....	.....	.....	.....	.....	.....	yes	no	no
11	1	no	1-6	8	....	....	....	....	yes	.....	yes	no	no	no	yes	no	no
9	1	yes	.....	12	20	....	....	....	no	no	no	yes	yes	no	yes	.....	.....
5	1	no	1-4	12	17	....	....	....	yes	yes	.....	.....	.....	.....	yes	no	no
....	1	no	.....	11	....	....	....	....	no	no	yes	no	no	no	no	no	no
5	1	yes	1-4	12	....	....	....	....	no	yes	yes	no	no	yes	yes	.....	.....
21	1	no	1-3	12	40	....	....	40	yes	yes	yes	no	no	no	yes	no	no
2	1	.....	1-2	10	....	....	....	....	.....	.....	.....	.....	.....	no	yes	.....	.....
9	1	no	.....	12	16	....	....	....	yes	no	yes	no	no	no	.....	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	1	yes	5-12	12	10	....	....	18	no	no	no	no	no	no	yes	no	no
2	1	yes	1-5	12	....	....	....	....	yes	yes	yes	no	no	no	yes	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	1	yes	.....	12	23	....	....	....	no	no	no	no	no	yes	yes	.....	.....
3	1	no	.....	10	....	....	....	....	yes	yes	yes	no	no	no	yes	no	no
....	1	no	.....	10	....	....	....	....	no	no	no	no	no	no	yes	no	no
8	1	no	.....	10	....	....	....	....	no	no	no	no	no	no	yes	no	no

*TABLE XVIII.—Continued.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Galesburg	28	30	30	29	37	10	10	57	$12 60	$10 80	$9 00	17.5	13.5	.....
Galien	23	56	38	35	13	3	....	16	11 25	4 50	.....	18	11.5	8
†Garden	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gaylord	14	31	55	36	5	7	5	17	7 00	5 00	3 00	18	12	9
†Glenwood	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gobbleville	30	29	46	33	25	2	....	27	10 00	7 00	7 00	.....	.....	.....
Grandville	40	36	50	42	26	5	1	32	11 00	10 00	7 50	16.4	13	9
†Grant	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grass Lake	20	44	34	30	28	4	3	35	15 00	12 00	12 00	18	15	.....
†Grosse Pointe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grosse Pt. Farms	.....	40	66	53	....	....	....	....	.....	.....	.....	.....	.....	.....
Hamtramck	.....	21	40	33	....	9	3	12	.....	7 50	7 50	.....	14	11
Hanover	25	31	21	25	32	....	....	32	12 00	12 00	9 00	18	15	11
Harbor Beach	22	42	35	34	7	1	....	8	11 50	10 00	.....	18	.....	.....
Harbor Springs	26	29	37	30	2	1	1	4	9 00	6 75	6 75	17	13	.....
Harrietta	20	30	35	35	....	1	....	1	.....	.....	.....	.....	.....	.....
Harrisville	15	54	45	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hart	24	27	47	32	23	13	3	39	12 00	9 00	6 00	16	14	11
Hartford	25	43	47	40	37	10	2	49	15 00	10 00	5 00	17	.....	.....
Hersey	13	42	41	27	10	....	....	10	10 00	10 00	6 00	17	13	9
Hesperia	28	40	50	36	20	1	....	21	12 00	8 00	.....	18	13	.....
Highland Park	.....	32	28	31	....	10	5	15	.....	12 00	12 00	.....	13	.....
†Hillman	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Holly	17	39	50	33	20	3	1	24	35 00	25 00	25 00	18	14	10
Homer	30	39	28	31	28	2	....	30	13 00	12 00	.....	18	.....	.....
Houghton	15	26	31	27	14	....	....	14	50 00	35 00	35 00	17.8	16	11.1
Howard City	20	33	41	34	15	6	....	21	.....	.....	.....	17.5	13	9
Howell	25	30	36	30	63	7	....	70	.....	.....	.....	17	14	10
Hubbardston	24	26	35	27	13	4	1	18	9 00	9 00	9 00	.....	14	10
Imlay City	22	56	72	50	20	....	....	20	15 00	.....	.....	17	13	9
Iron River	25	37	22	27	2	....	....	2	9 75	.....	.....	15.7	14.4	11.9
Ithaca	22	38	44	36	26	5	2	33	11 87	9 50	9 50	17.5	13	9
Jerome	.....	14	24	19	.....	.....	.....	.....	.....	.....	.....	19	.....	.....
Jonesville	20	43	40	33	19	12	5	36	10 00	10 00	10 00	17	14	11
Kalkaska	19	41	28	28	15	....	1	16	15 00	12 50	10 00	18	12	9
Kingsley	35	25	52	34	6	....	....	6	10 80	.....	.....	17	.....	.....
Kingston	.....	50	80	65	....	5	....	5	.....	10 00	5 00	.....	.....	.....
Laingsburg	27	38	25	27	20	4	2	26	12 50	10 00	7 50	18	14	10
Lake Ann	.....	36	21	29	.....	.....	.....	.....	.....	.....	.....	.....	14	.....
Lake City	10	28	42	39	....	....	....	....	.....	.....	.....	.....	.....	.....
Lake Linden	23	26	35	29	11	....	....	11	40 00	30 00	20 00	18.9	.....	.....
Lake Odessa	23	41	38	34	34	8	7	49	13 30	12 35	9 50	17.6	15.1	10.5
Lakeview	25	43	40	35	20	2	1	23	12 50	10 00	10 00	18	.....	.....
L'Anse	17	25	45	33	.....	.....	.....	.....	.....	.....	.....	19	.....	.....
Lawrence	25	31	45	33	36	4	3	43	11 25	7 65	5 85	17	14	12
Lawton	28	45	43	38	18	4	4	26	9 00	9 00	5 40	16	.....	.....
Leonard	34	28	36	33	5	....	2	7	12 00	7 50	6 00	16	.....	.....
LeRoy	26	34	43	36	3	2	....	5	4 50	4 50	.....	18	.....	.....
Leslie	22	33	43	31	13	7	....	20	16 00	12 00	8 00	17	14	10
Lexington	20	38	30	27	6	....	7	13	10 00	8 00	6 50	17	.....	.....
Linden	25	40	50	35	8	....	....	8	10 00	7 50	7 50	17	.....	.....
Lisbon	19	13	26	19	6	....	....	6	9 00	9 00	4 50	16	.....	.....
Litchfield	17	33	31	26	....	....	....	34	12 00	.....	.....	18	13	9
Lowell	39	30	29	31	29	1	....	30	.....	.....	.....	18	.....	.....
Luther	29	32	59	42	2	2	1	5	7 50	6 00	3 00	17	.....	.....

*When a blank occurs the item was not reported.
†Not legally graded.

TABLE XVIII.—CONTINUED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
9	1	no	.....	12	15	....	....	13	no	no	no	no	no	no	no	no	no
5	1	no	.....	12	2	....	....	....	no	no	no	no	no	yes	yes	no	no
....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
4	1	yes	.....	12	19	....	....	9	yes	no	no	no	no	no	yes	no	no
....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
19	1	no	1-4	12	....	....	....	....	no	no	no	no	no	no	yes	no	no
3	1	no	.....	12	9	....	....	....	....	....	....	....	....	yes	.....	no	no
....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
7	1	yes	1-2	12	34	....	....	18	yes	no	yes	no	no	no	yes	no	no
....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
....	1	no	1-4	8	....	....	....	....	no	yes	yes	no	no	no	no	no	no
5	1	yes	.....	8	....	....	....	....	no	no	no	no	no	no	yes	no	no
9	1	no	1 2	12	....	....	....	....	....	....	....	....	....	....	yes	....	....
12	1	no	1-2	12	22	....	....	....	no	no	no	no	no	no	yes	no	no
8	1	yes	1-2	12	13	....	....	13	yes	yes	yes	no	no	yes	yes	no	no
....	1	no	.....	10	....	....	....	....	no	no	no	no	no	no	no	no	no
....	1	no	1-3	11	5	....	....	....	no	yes	no	no	no	yes	yes	no	no
21	1	no	1-5	12	23	....	....	....	yes	yes	yes	no	no	yes	yes	no	no
7	1	no	1-18	12	17	....	....	4	yes	yes	yes	no	no	yes	yes	no	.....
3	1	no	1-3	12	....	....	....	....	....	....	yes	no	no	no	yes	no	no
2	1	no	1-5	12	....	....	....	2	no	no	no	no	no	no	yes	no	no
7	1	yes	1-4	8	....	....	....	....	yes	yes	yes	yes	.....	.....	yes	no	no
....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
3	1	no	1-10	12	20	....	....	19	yes	yes	yes	no	no	no	yes	no	no
9	....	no	1-3	12	25	....	....	15	yes	yes	no	no	no	yes	yes	no	no
13	3	yes	.....	12	33	....	....	16	no	yes	yes	no	no	yes	yes	no	no
6	1	yes	2 3	12	21	....	....	....	yes	yes	no	no	no	no	yes	no	no
19	3	no	1 5	12	80	2	....	41	yes	yes	yes	no	no	yes	yes	no	no
....	1	no	1-4	11	....	....	....	....	no	no	no	no	no	no	yes	no	no
8	....	no	1-4	12	16	....	....	4	no	no	no	no	no	no	yes	no	no
....	1	yes	.....	10	....	....	....	....	....	....	....	....	....	....	....	....	....
12	1	yes	.....	12	44	....	....	25	....	....	....	....	....	yes	yes	no	no
1	....	no	1 2	10	....	....	....	....	no	yes	yes	no	no	no	yes	no	no
9	1	yes	.....	12	15	....	....	15	yes	yes	no	no	no	no	yes	.....	.....
8	....	yes	1-4	12	18	....	....	....	no	no	no	no	no	no	yes	no	no
7	....	no	.....	....	....	....	....	....	no	no	yes	no	no	yes	no	.....	.....
....	1	no	.....	10	....	....	....	....	no	no	no	no	no	no	yes	no	no
14	1	no	1 2	12	12	....	....	....	no	....	....	....	....	yes	yes	no	no
5	1	no	1 2	10	....	....	....	....	no	no	yes	no	no	no	no	.....	.....
....	1	.....	.....	12	4	....	....	....	....	....	....	....	....	no	yes	....	.....
31	4	yes	1-3	12	110	..	40	18	yes	yes	no	no	no	yes	yes	no	.....
5	1	no	1-3	12	....	....	....	....	no	no	no	no	no	no	yes	no	no
10	1	yes	1 2	12	10	....	....	....	no	yes	yes	no	.....	yes	yes	....	.....
6	3	no	1 2	12	5	....	....	11	no	no	yes	no	no	no	no	no	no
17	1	yes	.....	12	35	....	....	....	no	no	yes	no	no	no	yes	no	no
5	1	....	.....	12	30	....	....	13	....	....	....	....	....	....	yes	.....	.....
6	1	no	.....	10	....	....	....	....	no	no	no	no	no	yes	no	.....	.....
5	1	no	1-3	12	....	....	....	....	no	no	no	no	no	no	yes	no	.....
37	1	no	1 4	12	22	....	....	5	no	yes	yes	no	no	yes	yes	no	no
5	1	yes	1 3	12	12	....	....	....	....	....	....	....	....	yes	yes	no	no
4	1	no	.....	10	....	....	....	....	....	....	....	....	....	no	yes	no	no
6	....	....	.....	10	....	....	....	....	yes	yes	yes	no	no	no	no	no	no
4	1	no	1-4	12	18	....	....	....	yes	no	no	no	no	yes	no	no	no
23	2	yes	..	12	21	....	....	22	no	no	no	no	no	no	yes	no	no
3	1	yes	1 6	11	....	....	....	....	no	yes	yes	no	.....	no	no	no	no

*TABLE XVIII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to Grammar department.
Lyons	18	32	34	27	12	4	1	17	$6 00	$6 00.	$6 00	16	10	8
Mackinaw City	30	28	33	30	....	....	....	....	.....	.....	.....	15	12	8
Mancelona	27	26	35	31	8	3	....	11	12 00	10 00	10 00	16.6	13	10
Manchester	22	46	44	36	33	4	....	37	15 00	12 00	9 00	18	13.5	9.1
Manton	26	36	38	35	15	2	1	18	12 00	12 00	10 00	17	.....	.....
Maple Rapids	24	30	35	29	4	2	2	8	3 00	2 50	2 00	17	.....	.....
Marcellus	19	37	46	31	28	12	1	41	11 70	11 70	11 70	17.4	14.4	11.4
Marion	31	39	41	38	9	1	....	10	.....	.....	.....	17.5	.....	.....
Marlette	25	26	34	27	40	5	1	46	12 50	7 50	7 50	18	15	10
†Maybee	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mayville	21	50	24	28	14	....	....	14	10 00	.....	.....	17	.....	.....
McBain	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
McBrides	29	42	60	44	19	3	3	25	7 12	7 12	7 12	18	13.2	10.3
Mecosta	40	44	48	44	8	....	....	8	7 50	.....	.....	.....	.....	.....
Memphis	27	52	40	40	14	....	....	14	12 50	.....	.....	17	14.5	8.8
Mendon	17	35	28	25	21	8	3	32	12 60	9 00	9 00	17	14.3	9
†Merrill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mesick	30	32	36	33	....	....	....	....	10 00	7 50	5 00	.....	.....	.....
Metamora	34	20	30	28	11	....	....	11	10 00	5 00	5 00	17	.....	.....
Middleville	14	30	25	21	20	4	2	26	12 00	10 50	9 00	17	.....	.....
Milan	18	42	22	25	25	3	....	28	15 00	10 00	10 00	18	15	12
Milford	8	29	16	16	18	10	1	29	14 00	12 00	.....	18	13	9
Millersburg	24	29	25	25	2	....	....	2	4 50	.....	.....	15	.....	.....
Millington	27	25	40	31	21	3	2	26	10 00	10 00	10 00	16.7	.....	.....
Minden	.....	45	80	63	....	4	6	10	.....	6 30	.....	.....	.....	.....
Montague	28	41	53	41	13	8	4	25	9 00	4 50	4 50	.....	.....	.....
†Montrose	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morenci	27	47	35	35	25	3	1	29	12 00	9 00	9 00	18	13	9
Morley	40	27	39	35	8	....	....	8	9 00	4 50	4 50	.....	.....	.....
Morrice	28	20	35	28	8	....	....	8	10 00	10 00	7 50	17	15	12
Mt. Morris	25	46	40	34	32	1	2	35	10 00	7 50	7 50	18	12	8
Muir	19	19	33	26	4	1	9	14	9 00	6 75	6 75	17	14	12
Munising	18	25	36	30	.....	.....	.....	.....	.....	.....	.....	18	13.5	9.5
Muskegon Heights	16	46	53	41	3	5	2	10	12 00	10 00	7 50	16	.....	.....
Nashville	25	30	42	32	26	....	5	31	16 00	12 00	12 00	17	.....	.....
†Naubinway	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newaygo	26	30	38	33	15	....	....	15	13 00	10 00	8 00	18.3	13	10
New Baltimore	15	41	29	25	8	1	2	11	.....	13 00	10 00	.....	.....	.....
Newberry	20	19	29	26	5	....	....	5	.....	.....	.....	18	.....	.....
†New Boston	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Buffalo	30	17	62	43	7	....	....	7	12 00	8 00	8 00	.....	13	10
New Haven	41	43	34	38	11	....	....	11	9 00	4 50	2 25	17.8	14	9.5
North Adams	25	43	30	31	36	....	....	36	9 50	9 50	9 50	17	13	10
North Branch	39	27	32	32	46	....	....	46	15 00	.....	.....	18.2	14.1	9.9
Northville	24	37	47	37	18	10	2	30	16 00	13 00	13 00	18	14	8
Oakley	.....	30	41	36	....	2	1	3	.....	2 00	2 00	.....	15	.....
Olivet	37	30	35	33	32	7	1	40	11 40	9 50	9 50	18	14	10
Onekama	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ontonagon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Orion	20	24	37	24	16	3	1	20	10 00	8 00	8 00	19	.....	.....
Ortonville	36	30	36	34	18	9	....	27	10 00	10 00	7 50	17.8	14	10.6
Oscoda	17	41	58	39	....	1	....	1	6 00	6 00	6 00	17	14	11
Otisville	40	39	47	42	15	1	2	18	10 00	10 00	6 00	.....	.....	.....
Otsego	23	34	35	31	21	2	1	24	13 50	10 00	10 00	17	13	9
Otter Lake	.....	41	37	39	....	9	....	9	.....	6 00	.....	.....	.....	.....

*When a blank occurs the item was not reported.
†Not legally graded.

TABLE XVIII.—CONTINUED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
7	1	yes	1-2	12	14	....	....	....	.....	.....	.....	.....	.....	yes	yes	.....	.....
5	1	no	1-3	10	...	....	....	....	.....	.....	yes	.....	.....	.....	yes	no	.....
7	2	yes	.....	12	21	....	....	....	.....	.....	.....	.....	.....	no	yes	no	no
12	1	no	.....	12	22	....	....	10	yes	no	no	no	no	no	yes	no	no
5	1	yes	1-10	12	....	....	....	....	.....	.....	.....	.....	.....	no	yes	no	no
1	1	no	1-2	11	....	....	....	....	.....	.....	.....	.....	.....	no	yes	no	.....
7	1	no	1-7	12	23	....	....	12	no	no	no	no	no	yes	yes	no	no
9	1	.....	1-3	11	...	....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....
7	....	no	1-2	12	10	....	....	....	no	yes	no	no	no	no	yes	no	no
....	....	.....	.....	.....	...	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	1	no	1-3	12	7	....	....	16	no	no	no	no	no	no	yes	no	no
....	....	.....	.....	.....	...	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	1	no	1-4	11	...	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	1	no	.....	10	4	....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....
5	1	no	.....	12	12	....	....	....	no	no	yes	no	no	no	.....	.....	.....
4	1	no	1-8	12	12	....	....	10	no	.....	.....	.....	no	no	no	no	no
....	....	.....	.....	.....	...	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
...	1	yes	.....	11	...	....	....	....	no	no	no	no	no	.....	yes	no	no
5	1	no	1-4	11	10	....	....	....	no	no	yes	no	no	no	yes	.....	.....
2	1	no	1-4	12	19	....	....	....	no	no	no	no	no	yes	yes	no	.....
5	1	no	1-6	12	8	....	....	3	no	no	no	no	no	no	yes	no	no
4	2	no	.....	12	....	....	....	....	yes	no	no	no	no	no	no	no	no
....	1	no	.....	10	....	....	....	....	no	.....	no	no	.....	no	no	no	.....
3	1	no	.....	12	....	....	....	....	no	no	no	no	no	no	yes	no	no
....	1	no	.....	8	....	....	....	....	no	no	no	no	no	no	yes	no	no
....	1	no	.....	12	....	....	....	22	yes	no	no	no	no	.....	yes	no	no
....	....	.....	.....	.....	...	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	1	no	.....	12	32	....	....	17	yes	yes	yes	no	no	yes	yes	no	.....
4	1	no	.....	10	....	....	....	....	yes	yes	yes	no	no	.....	yes	no	.....
3	1	no	.....	11	....	....	....	....	.....	.....	.....	.....	.....	.....	yes	no	no
5	1	no	.....	12	8	....	....	....	.....	yes	yes	.....	.....	yes	yes	no	.....
3	1	yes	1-8	11	2	....	....	....	no	no	no	no	no	yes	yes	no	no
2	4	yes	1-2	12	7	....	....	....	yes	yes	no	no	no	no	yes	no	no
8	1	yes	1-2	10	....	....	....	....	.....	.....	.....	.....	.....	yes	yes	no	.....
7	1	no	1-2	12	50	....	....	20	yes	.....	.....	.....	.....	no	yes	no	.....
....	....	.....	.....	.....	...	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	1	no	1-5	12	....	....	....	9	no	no	no	no	no	yes	yes	no	no
....	1	no	.....	12	....	....	....	....	yes	no	yes	no	no	.....	no	.....	.....
3	4	no	1-3	12	10	....	....	35	yes	yes	no	no	no	yes	yes	yes	no
....	....	.....	.....	.....	...	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
....	1	no	1-3	12	11	....	....	....	yes	no	yes	no	no	no	yes	no	no
4	1	yes	1-4	12	4	....	....	....	no	no	yes	no	no	yes	yes	no	.....
11	1	no	1-4	12	22	....	....	....	no	no	no	no	no	no	yes	no	no
12	1	no	.....	12	...	....	....	....	no	no	no	no	no	no	yes	no	no
12	1	yes	1-3	12	23	....	....	13	yes	no	no	no	no	no	yes	no	no
5	1	no	.....	9	...	....	....	....	.....	.....	.....	.....	.....	no	yes	no	no
7	....	yes	1-2	12	20	....	....	6	yes	yes	yes	no	no	no	yes	no	no
....	....	.....	.....	.....	...	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
....	....	.....	.....	.....	...	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	1	no	1-2	12	3	....	....	21	no	no	no	no	no	no	no	no	no
10	1	no	.....	12	....	....	....	....	no	no	yes	no	no	no	yes	no	no
4	2	yes	1-2	12	....	....	....	....	no	yes	yes	no	no	no	no	no	no
....	....	.....	1-4	10	....	....	....	....	.....	.....	yes	.....	.....	.....	yes	.....	.....
11	1	yes	1-2	13	....	....	....	....	yes	yes	.....	.....	.....	yes	yes	no	no
....	1	no	.....	10	....	....	....	....	no	no	no	.....	no	no	no	no	no

*TABLE XVIII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Ovid	29	49	28	32	35	2	....	37	$15 00	$12 00	.....	18.3	14.8	10
Oxford	26	26	40	28	22	2	....	24	12 00	10 00	$10 00	19	13	9
Parma	36	21	53	32	22	....	1	23	4 00	3 50	2 50	16	.....	.....
Paw Paw	29	46	39	37	40	15	3	58	13 00	11 50	10 00	18.5	14	10
Pentwater	17	46	41	36	4	....	....	4	9 00	.....	.....	19	.....	.....
†Perrington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perry	15	47	22	23	12	7	3	22	10 00	10 00	7 50	18	.....	.....
Petersburg	18	32	43	31	16	2	....	18	13 50	9 00	.....	18	15	12
Pewamo	32	32	36	33	6	2	1	9	9 00	9 00	9 00	17	12	9
Pierson	.....	26	63	45	....	2	....	2	.....	6 00	.....	.....	15	.....
Pinckney	38	19	36	28	5	2	3	10	15 00	10 00	7 50	16	13	9
Pinconning	20	38	56	41	4	1	....	5	12 00	.....	.....	15	.....	.....
Plainwell	29	30	34	31	56	10	....	66	15 00	12 00	9 00	17.8	14	10.6
Plymouth	26	37	40	35	33	5	1	39	14 00	11 00	8 00	18.7	15	11
Port Austin	14	37	54	40	....	2	9	11	.....	.....	.....	.....	.....	.....
Port Hope	22	27	22	24	2	....	....	2	10 00	.....	.....	.....	.....	.....
Portland	18	24	39	26	27	3	2	32	15 20	11 40	11 40	18	15	10
Port Sanilac	32	25	38	32	1	....	....	1	7 20	.....	.....	.....	.....	.....
Potterville	30	35	52	29	3	....	....	3	9 00	9 00	9 00	16	.....	.....
Quincy	27	38	35	32	33	2	2	37	14 00	10 00	7 50	17	13	9
Reading	23	32	45	32	42	9	2	53	14 25	14 25	9 50	18	14	9
Reed City	20	39	41	34	20	5	4	29	15 00	15 00	10 00	18.6	.....	.....
†Reese	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Richland	18	20	45	26	10	3	1	14	16 00	10 00	10 00	18	14	9
Richmond	12	46	40	50	24	4	....	28	13 50	11 25	9 00	18.2	14.8	10.4
River Rouge	6	37	58	38	....	....	....	....	10 00	.....	.....	.....	14	.....
Rochester	22	40	47	37	14	6	2	22	13 00	10 00	8 00	17.2	14	.....
Rockford	20	39	40	32	21	15	4	40	14 20	12 00	10 00	17	.....	.....
Rogers	46	47	41	40	.....	.....	.....	.....	.....	.....	.....	16	13	8
Romeo	20	35	34	29	22	1	1	24	16 00	13 00	8 00	17	13.2	10.5
Roscommon	36	38	51	42	2	....	....	2	5 00	.....	.....	.....	.....	.....
Royal Oak	25	40	63	43	27	7	....	34	12 00	9 00	6 00	18	14	8
St. Charles	21	41	44	38	5	....	....	5	10 00	.....	.....	16	.....	.....
Saline	15	33	33	25	22	9	....	31	16 00	14 00	10 00	17.8	12.8	9
Sand Lake	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sanilac Center	29	63	70	52	12	....	....	12	10 00	.....	.....	17	.....	.....
Saranac	32	37	32	34	20	16	4	40	13 00	11 00	10 00	18	14	10
Saugatuck	32	33	34	33	31	1	2	34	4 50	4 50	4 50	18	.....	.....
Schoolcraft	16	29	43	30	9	6	3	18	18 00	14 40	10 80	18	14	8.5
Scottville	27	40	41	35	14	....	....	14	11 25	.....	.....	.....	.....	.....
Sebewaing	17	66	81	46	2	4	....	6	5 00	.....	.....	17	14	10
Shelby	30	23	32	28	12	15	....	27	10 00	.....	.....	18	.....	.....
Shepherd	26	40	36	34	6	....	....	6	13 50	.....	.....	.....	.....	.....
Sheridan	19	34	48	30	8	2	2	12	9 00	6 75	4 50	.....	.....	.....
Sherman	15	45	88	49	7	5	5	17	9 00	9 00	9 00	17	14	12
Sherwood	20	45	25	28	12	7	8	27	9 50	9 50	9 50	.....	14	9
†Sibley	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†South Frankfort	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Lyon	24	42	61	42	35	....	....	35	12 00	12 00	10 00	16	14	.....
Sparta	30	40	43	39	18	3	....	21	20 00	12 00	12 00	18.2	14.8	11.7
Spring Lake	20	31	28	24	....	1	....	1	10 00	5 00	5 00	.....	.....	.....
Springport	23	22	43	27	15	....	....	15	10 00	.....	.....	.....	.....	.....
Stambaugh	6	30	26	24	....	2	1	3	.....	.....	.....	17	12	9
†Stephenson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stevensville	13	40	40	29	5	3	....	8	12 50	7 50	7 50	18	13	9

*When a blank occurs the item was not reported.
†Not legally graded.

TABLE XVIII.—CONTINUED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
....	1	no	1-4	12	40	....	....	25	yes	no	yes	no	no	yes	yes	no	no
18	1	no	1-6	12	63	....	....	20	yes	no	no	no	no	yes	yes	no	no
11	1	no	1-6	12	....	....	....	....	yes	no	yes	no	no	yes	yes	no	.....
15	1	yes	1-2	12	37	....	....	25	no	yes	no	no	no	yes	.....	.....	.....
4	1	yes	.....	.....	....	....	....	....	no	yes	no	no	no	no	yes	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	1	yes	1-3	12	....	....	....	....	no	no	no	no	no	no	yes	no	no
5	1	yes	1-2	12	18	....	....	8	.....	.....	.....	.....	.....	no	no	no	.....
4	....	no	1-5	11	....	....	....	....	.....	.....	yes	.....	.....	.....	no	.....	.....
5	1	.....	.....	10	....	....	....	....	.....	.....	.....	.....	.....	.....	no	.....	.....
8	1	no	1-10	12	....	....	....	....	no	yes	yes	no	no	yes	no	no	no
18	1	no	1-4	10	....	....	....	....	yes	yes	yes	no	no	no	yes	no	no
14	2	yes	1-10	12	51	....	....	23	yes	no	no	no	no	no	yes	no	no
10	1	yes	.....	12	39	....	....	25	yes	no	no	no	no	.....	no	no	no
1	....	no	.....	12	....	....	....	....	no	no	no	no	no	.....	.....	.....	.....
....	1	yes	.....	10	....	....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....
14	2	no	1-3	12	42	....	....	29	yes	yes	.....	.....	.....	no	yes	no	no
....	1	no	.....	11	....	....	....	....	.....	.....	.....	.....	.....	no	yes	no	no
4	1	no	1-6	10	4	....	....	....	no	no	no	no	no	no	.....	no	no
11	1	no	1-5	12	22	....	....	14	no	yes	yes	no	.....	no	yes	no	no
8	1	no	1-3	12	20	....	....	4	no	no	no	no	no	no	yes	no	no
8	3	yes	.....	12	66	....	....	13	no	no	yes	no	no	no	yes	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	1	no	.....	12	5	....	....	....	no	yes	yes	no	no	no	no	no	no
5	1	no	.....	12	10	....	....	....	no	no	no	no	no	no	yes	no	no
4	2	yes	.....	10	....	....	....	....	yes	yes	.....	.....	.....	.....	yes	.....	.....
6	1	no	1-6	12	7	....	....	....	no	no	no	no	no	no	yes	no	no
5	1	no	1-10	12	16	....	....	....	.....	.....	.....	.....	no	no	yes	no	no
....	1	no	.....	10	....	....	....	....	yes	yes	yes	yes	yes	yes	yes	no	no
15	....	no	1-2	12	16	2	....	25	no	yes	no	no	no	yes	yes	no	no
....	1	no	.....	10	....	....	....	....	no	yes	yes	no	no	no	no	no	no
1	1	no	.....	12	14	....	....	....	no	.....	yes	.....	.....	.....	yes	.....	.....
3	1	yes	.....	12	4	....	....	6	no	no	no	no	no	no	no	no	no
7	1	no	.....	12	29	....	....	15	yes	yes	yes	no	no	no	yes	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	1	no	.....	11	....	....	....	....	.....	.....	.....	.....	.....	yes	yes	.....	.....
11	1	no	1-2	11	....	....	....	....	no	.....	.....	.....	.....	no	yes	no	no
19	2	no	.....	11	....	....	....	....	no	yes	yes	no	no	no	yes	no	no
7	1	yes	.....	12	16	....	....	21	no	no	yes	no	no	no	yes	no	no
3	1	yes	1-4	12	22	....	....	8	no	no	no	no	no	yes	no	no	no
2	1	no	1-3	11	....	....	....	....	no	no	no	no	no	no	no	no	no
12	....	no	.....	12	22	....	....	....	no	yes	yes	.....	.....	no	yes	no	.....
....	....	yes	.....	11	....	....	....	....	no	.....	yes	.....	.....	.....	.....	.....	.....
....	1	no	1-6	11	....	....	....	....	yes	yes	yes	yes	.....	yes	yes	no	.....
3	1	yes	1-2	11	....	....	....	....	.....	.....	.....	.....	.....	no	.....	no	no
....	1	no	1-2	12	1	....	....	....	no	no	no	no	no	no	yes	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	1	no	1-5	12	19	....	....	10	no	no	no	no	no	no	no	no	no
12	1	yes	1-4	13	6	....	....	12	no	no	no	no	no	no	yes	no	no
....	1	yes	1-2	10	....	....	....	....	no	yes	yes	no	no	no	yes	no	no
13	1	no	.....	12	12	....	....	....	no	no	no	no	no	no	yes	no	no
5	1	yes	1-2	10	....	....	....	....	yes	yes	yes	no	no	yes	yes	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	1	yes	.....	12	....	....	....	....	yes	.....	.....	.....	.....	.....	yes	.....	.....

*TABLE XVIII.—Concluded.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to Grammar department.
Stockbridge	22	33	35	31	14	2	....	16	$12 50	$10 00	$7 50	18	14	10
†Sunfield	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sutton's Bay	18	22	33	24	6	.....	.....	6	10 00	.....	.....	.....	.....	.....
Tecumseh	26	41	33	33	39	5	....	44	16 67	13 33	11 67	18	13	8
Tekonsha	24	29	37	29	8	1	....	9	4 00	3 50	3 00	18	.....	10
Thompsonville	16	45	42	35	3	1	....	4	10 00	5 00	5 00	.....	15	11
Three Oaks	27	51	34	37	11	4	1	16	13 50	11 25	9 00	17	12	8
Trenton	8	38	46	35	2	2	....	4	10 00	8 00	6 00	18	12	8
Tustin	23	45	58	42	4	....	....	4	3 00	3 00	3 00	16	.....	.....
†Ubly	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union City	18	31	28	25	38	20	8	66	5 00	4 00	3 00	19	.....	.....
Unionville	24	45	55	45	6	....	1	7	8 00	.....	.....	.....	.....	.....
Utica	17	37	49	34	15	....	....	15	13 00	8 00	8 00	18	15	10.3
Vandalia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†Vanderbilt	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vassar	21	38	37	31	33	2	3	38	12 00	10 00	8 00	17.5	10	8
Vermontville	25	20	36	27	36	....	1	37	13 30	9 50	9 50	.....	13	11
Vernon	23	36	30	30	6	4	7	17	10 00	10 00	7 50	17	13	10
Vicksburg	22	30	34	28	27	7	1	35	15 00	14 40	10 80	17	.....	.....
Wakefield	17	25	36	32	....	....	....	.....	.....	.....	.....	.....	13	9
Warren	.....	25	37	31	....	....	....	.....	.....	.....	.....	.....	15	10
Watervliet	22	36	46	38	14	4	....	18	11 25	9 00	.....	16	12	8
Wayland	39	42	57	44	46	....	4	50	11 00	9 00	7 00	17	.....	.....
Wayne	27	35	47	36	31	16	3	50	14 00	10 00	8 00	18.5	14.2	10.2
Webberville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Branch	60	59	66	61	15	5	....	20	2 50	2 50	.....	17	.....	.....
†Westphalia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White Cloud	20	40	56	43	3	....	....	3	9 00	.....	.....	.....	14	.....
Whitehall	27	34	38	34	10	2	....	12	9 50	9 50	.....	.....	.....	.....
White Pigeon	20	34	24	23	24	1	2	27	15 00	12 00	10 00	17	.....	.....
Williamston	16	42	32	27	40	3	2	45	14 00	10 00	8 00	18	14	10
Woodland	38	15	36	30	17	3	2	22	10 80	10 80	7 20	17	13	10
†Woodmere	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Yale	21	38	37	33	15	3	1	19	15 00	10 00	10 00	.....	13	10
Zeeland	22	43	49	41	1	....	....	1	10 00	.....	.....	16	13	9

*Where a blank occurs the item was not reported.
†Not legally graded.

TABLE XVIII.—Concluded.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for the deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
4	1	yes	1–3	12	....	....	....	....	yes	yes	yes	.....	.....	.....	yes	no	.....
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
....	1	yes	1–2	12	....	....	....	....	.....	yes	yes	.....	.....	.....	yes	no	.....
12	2	no	1–4	12	49	....	....	17	yes	yes	no	no	no	no	yes	no	no
4	1	no	.....	11	....	....	....	....	no	no	no	no	no	.....	yes	.....	.....
5	1	no	1–3	12	11	....	....	....	.....	.....	.....	.....	.....	.....	yes	no	no
3	2	no	1–4	12	19	....	....	19	no	no	no	no	no	no	yes	no	no
1	1	yes	1–2	12	2	....	....	....	no	yes	no	no	no	no	yes	no	no
4	1	no	2–3	12	....	....	....	....	no	no	no	no	no	yes	yes	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	1	yes	.....	12	28	....	5	18	yes	yes	no	no	no	no	yes	no	no
....	1	no	.....	12	....	....	....	....	.....	yes	yes	.....	.....	.....	no	no	.....
5	....	no	.....	12	24	....	....	....	no	no	no	no	no	no	no	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	3	.....	1–4	12	....	....	....	....	yes	no	.....	.....	.....	yes	yes	no	no
14	....	yes	.....	12	26	....	....	23	no	no	yes	no	no	no	yes	no	no
7	....	no	1–4	12	7	....	....	....	.....	.....	.....	.....	.....	.....	no	no	.....
15	1	yes	1–4	12	30	....	....	18	no	yes	no	no	no	yes	yes	no	no
....	5	yes	.....	10	....	....	....	....	no	no	no	no	no	yes	yes	no	no
2	1	no	1–15	9	....	....	....	....	.....	.....	.....	.....	.....	.....	no	.....	.....
9	1	no	.....	12	16	....	....	....	.....	.....	.....	.....	.....	.....	yes	no	.....
2	1	no	1–6	11	....	....	....	....	no	no	no	.....	.....	no	yes	no	no
17	1	no	1–8	12	24	....	....	20	no	no	no	no	no	no	no	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	....	no	.....	10	....	....	....	....	no	no	no	no	no	no	no	no	no
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
....	1	.....	.....	10	....	....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....
13	1	no	1–4	12	....	....	....	....	no	no	no	no	no	yes	yes	no	no
7	1	no	1–6	12	12	....	....	8	no	yes	yes	no	no	yes	yes	no	no
8	1	no	1–3	12	24	....	....	18	no	no	yes	no	no	no	yes	no	no
14	1	no	1–12	10	....	....	....	....	.....	.....	.....	.....	.....	no	yes	no	.....
....	....	.....	.....	.....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	1	no	3–10	12	....	....	....	....	no	no	no	no	no	no	yes	no	no
5	1	yes	1–2	11	....	....	....	....	yes	yes	yes	.....	.....	yes	yes	no	no

TABLE XIX.

Financial statistics of city schools as reported by superintendents for the year 1903–1904.

Incorporated cities.	Amount paid superintendent.	Amount paid regular teachers.	Aomunt paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Adrian	$1,600 00	$20,270 15	$1,418 75	$23,351 90	$29 24	$14 08	$43 32	$14 50	$14 08	$28 58	$8 77	$14 08	$22 85	$15 13	$14 08	$29 21
Albion	1,600 00	10,540 62	1,055 00	13,195 62	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 40	6 58	21 98
Alpena	1,500 00	17,150 00	1,100 00	19,750 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 40	8 44	20 84
Ann Arbor	2,400 00	39,914 30	2,700 00	45,014 30	38 13	9 00	47 13	*15 53	9 00	24 53	.....	.....	.....	20 88	9 00	29 88
Au Sable	630 00	2,417 50	.....	3,047 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 52	4 13	11 65
Battle Creek	2,200 00	44,754 00	3,525 00	50,479 00	30 00	7 67	37 67	11 16	7 67	18 83	10 49	7 67	18 16	15 49	7 67	23 16
Bay City	2,250 00	56,864 70	3,450 00	62,564 70	36 44	11 67	48 11	16 60	11 67	28 27	14 23	11 67	25 90	17 02	11 67	28 69
Beaverton	650 00	1,950 00	.....	2,600 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	8 97	1 04	10 01
Belding	1,200 00	5,687 65	400 00	7,287 65	28 79	5 09	33 88	10 69	5 09	15 78	8 81	5 09	13 90	12 46	5 09	17 55
Benton Harbor	1,600 00	12,512 50	450 00	14,562 50	23 67	6 17	29 84	11 63	6 17	17 80	10 64	6 17	16 81	13 00	6 17	19 17
Bessemer	1,500 00	12,885 60	.....	14,385 60	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 40	21 22	36 62
Big Rapids	1,500 00	9,722 00	500 00	11,722 00	21 44	7 89	29 33	15 73	7 89	23 62	16 70	7 89	24 59	16 03	7 89	23 92
Cadillac	1,917 14	15,340 92	243 08	17,501 14	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 86	4 90	17 76
Charlotte	1,500 00	10,222 75	480 00	12,202 75	19 21	5 08	24 29	16 60	5 08	21 68	14 11	5 08	19 19	16 14	5 08	21 22
Cheboygan	1,200 00	10,325 00	600 00	12,125 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 70	6 78	18 48
Clare	800 00	3,441 25	.....	4,241 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 13	13 64	26 77
Coldwater	1,300 00	13,125 70	.....	14,425 70	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 76	6 03	20 79
Corunna	1,100 00	4,000 00	260 00	5,360 00	22 59	8 51	31 10	19 20	8 51	27 71	12 44	8 51	20 95	17 07	8 51	25 58
Crystal Falls	1,550 00	11,226 00	600 00	13,376 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	16 76	18 14	34 90
Detroit	4,000 00	765,141 62	9,700 00	778,841 62	52 56	8 26	60 82	24 45	8 26	32 71	22 90	8 26	31 16	22 82	8 26	31 08
Dowagiac	1,500 00	9,826 25	450 00	11,776 25	21 71	24 39	46 10	11 82	24 39	36 21	11 34	24 39	35 72	13 84	24 39	38 23
East Tawas	800 00	3,196 00	.....	3,996 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	9 21	4 07	13 28
Eaton Rapids	1,050 00	5,175 00	.....	6,225 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 48	8 30	22 78
Escanaba	1,585 00	24,239 42	437 50	26,261 92	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 46	2 77	17 23
Flint	1,900 00	32,281 55	2,130 00	36,311 55	28 50	7 86	36 36	18 87	7 86	26 73	11 41	7 86	19 27	16 42	7 86	24 28
Gladstone	1,100 00	7,400 00	.....	8,500 00	34 30	2 29	36 59	16 30	2 29	18 59	14 00	2 29	16 29	12 96	2 29	15 25
Gladwin	600 00	1,400 00	.....	2,000 00	13 04	2 61	15 65	.....	.....	.....	.....	.....	.....	7 44	2 61	10 05
Grand Haven	1,400 00	11,874 51	.....	13,274 51	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 66	6 54	20 20
Grand Ledge. { 9 fr.	950 00	2,934 25	.....	3,884 25	32 22	5 07	37 29	7 52	5 07	12 59	9 60	5 07	14 67	13 87	5 07	18 94
Grand Ledge. { 11 fr.	650 00	1,448 00	.....	2,098 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 20	4 86	17 06
Grand Rapids	3,500 00	276,749 30	4,600 00	284,849 30	33 84	11 40	45 24	22 98	11 40	34 38	19 55	11 40	30 95	21 92	11 40	33 32

Greenville	1,200 00	7,631 77	590 00	9,421 77	16 72	5 37	22 09	13 03	5 37	18 40	12 94	5 37	18 31	13 76	5 37	19 13
Hancock	1,650 00	11,844 75	.....	13,494 75	38 62	7 22	45 84	16 20	7 22	23 42	11 17	7 22	18 39	14 84	7 22	22 06
Harrison	525 00	855 00	.....	1,380 00	20 19	2 31	22 50	.....	.....	.....	.....	.....	.....	10 62	2 31	12 93
Hastings	1,100 00	7,075 00	400 00	8,575 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	16 59	8 71	25 30
Hillsdale	1,350 00	8,842 20	997 50	11,189 70	18 00	11 60	29 60	12 00	11 60	23 60	14 22	11 60	25 82	14 68	11 60	26 28
Holland	1,540 00	14,967 00	770 25	17,277 25	23 72	5 00	28 72	11 15	5 00	16 15	9 46	5 00	14 46	11 62	5 00	16 62
Hudson	1,250 00	5,213 50	427 50	6,891 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 79	5 24	20 03
Ionia	1,350 00	1,270 15	450 00	14,500 15	34 87	8 17	43 04	24 97	8 17	33 14	12 00	8 17	20 17	19 23	8 17	27 40
Iron Mountain	2,500 00	32,002 57	703 12	35,205 69	39 51	6 94	46 45	16 53	6 94	23 47	12 47	6 94	19 41	15 35	6 94	22 29
Ironwood	2,100 00	27,591 63	2,150 00	31,841 63	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 40	9 12	23 52
Ishpeming	2,500 00	38,559 40	3,950 00	45,009 40	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 64	8 53	24 17
Jackson	2,500 00	51,299 08	1,600 00	55,399 08	32 57	7 37	39 94	17 36	7 37	24 73	14 77	7 37	22 14	17 20	7 37	24 57
Kalamazoo	2,200 00	50,255 10	‡10,965 00	63,420 10	33 74	9 45	43 19	15 61	9 45	25 06	12 02	9 45	21 47	16 20	9 45	25 65
Lansing	1,700 00	39,208 40	1,000 00	41,908 40	27 90	9 56	37 44	18 40	9 56	27 96	14 83	9 56	24 39	18 74	9 56	28 30
Lapeer	1,100 00	7,768 00	.....	8,868 00	27 00	9 52	36 52	15 30	9 52	24 82	10 00	9 52	19 52	15 56	9 52	25 08
Ludington	1,300 00	19,028 00	450 00	20,778 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 75	6 22	19 97
Mackinac Island	800 00	1,400 00	.....	2,200 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 28	3 92	18 20
Manistee	1,800 00	32,974 31	1,236 50	36,010 81	35 00	8 82	43 82	13 86	8 82	22 68	14 43	8 82	23 25	16 58	8 82	25 40
Manistique	1,300 00	14,020 50	500 00	15,820 50	42 94	13 59	56 53	25 35	13 59	38 94	13 23	13 59	26 82	19 41	13 59	33 00
Marine City	1,000 00	5,812 00	400 00	7,212 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	11 44	10 27	21 71
Marquette	2,200 00	26,632 38	3,250 00	32,082 38	.....	.....	.....	.....	.....	.....	.....	.....	.....	20 50	13 29	33 79
Marshall	1,500 00	10,120 00	780 00	12,400 00	26 71	10 41	37 12	13 60	10 41	24 01	12 20	10 41	22 61	18 34	10 41	28 75
Mason	1,050 00	3,844 20	.....	4,894 20	26 23	5 88	32 11	11 14	5 88	17 02	10 87	5 88	16 75	14 10	5 88	19 98
Menominee	1,800 00	27,204 09	1,947 50	30,951 59	36 47	5 10	41 57	16 11	5 10	21 21	11 11	5 10	16 21	14 06	5 10	19 16
Midland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monroe	1,350 00	7,300 00	850 00	9,500 00	42 50	6 61	49 11	11 50	6 61	18 11	10 28	6 61	16 89	15 45	6 61	22 06
Mt. Clemens	1,500 00	14,850 00	500 00	16,850 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	15 83	7 86	23 69
Mt. Pleasant	1,300 00	6,875 00	450 00	8,625 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	20 01	13 45	33 46
Muskegon	2,712 45	47,768 57	2,992 25	53,473 27	27 49	7 18	34 67	12 06	7 18	19 24	13 07	7 18	20 25	13 95	7 18	21 13
Negaunee	1,700 00	19,817 51	750 00	22,267 51	37 00	6 02	43 02	16 75	6 02	22 77	15 18	6 02	21 20	17 90	6 02	23 92
Niles	1,600 00	9,919 38	380 00	11,899 38	24 73	4 97	29 70	11 30	4 97	16 27	11 67	4 97	16 64	13 41	4 97	18 38
North Muskegon	340 00	240 00	.....	580 00	.....	.....	.....	9 71	4 96	14 67	5 58	4 96	10 54	7 44	4 96	12 40
Norway	1,400 01	11,223 90	.....	12,623 91	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 24	9 79	22 03
Omer	495 00	893 75	.....	1,388 75	24 75	5 64	30 39	12 70	5 64	18 34	5 90	5 64	11 54	8 68	5 64	14 32
Onaway	750 00	3,090 00	.....	4,440 00	42 16	8 75	50 91	8 34	8 75	17 09	7 40	8 75	16 15	10 83	8 75	19 58
Owosso	1,600 00	20,133 85	800 00	22,533 85	27 10	5 70	32 80	10 45	5 70	16 15	9 71	5 70	15 41	14 53	5 70	19 20
Petoskey	1,600 00	13,452 50	600 00	15,652 50	32 10	4 82	36 92	15 85	4 82	20 67	17 70	4 82	22 52	18 05	4 82	22 87
Pontiac	2,000 00	20,980 93	750 00	23,730 93	32 26	14 35	46 61	13 29	14 35	27 64	13 28	14 35	27 63	16 85	14 35	31 20
Port Huron	1,900 00	36,234 00	600 00	38,734 00	24 33	5 98	30 31	13 11	5 98	19 09	8 00	5 98	13 98	11 39	5 98	17 37
Saginaw	2,200 00	71,437 09	6,050 00	79,687 09	38 08	7 06	45 14	18 27	7 06	25 33	16 12	7 06	23 18	19 36	7 06	26 42

*Includes both grammar and primary departments.
‡Kindergarten teachers included.

TABLE XIX.—CONTINUED.

Incorporated cities.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Saginaw, W. S.	$1,600 00	$36,075 52	$3,075 00	$40,750 52										$11 05	$7 15	$18 20
St Clair	1,100 00	5,480 00		6,580 00	$27 81	$6 40	$34 21	$10 90	$6 40	$17 30	$9 35	$6 40	$15 75	12 80	6 40	19 20
St. Ignace	900 00	3,993 50		4,893 50										11 46	5 86	17 32
St. Johns	918 75	9,407 65	541 60	10,868 00	21 98	6 17	28 15	11 85	6 17	18 02	10 03	6 17	16 20	14 62	6 17	20 79
St. Joseph	1,650 00	13,471 58	350 00	15,471 58										17 36	5 97	23 33
St. Louis	1,150 00	5,925 00		7,075 00	35 50	7 65	43 15	29 74	7 65	37 39	26 48	7 65	34 13	14 83	7 65	22 48
Sault Ste Marie	2,200 00	27,250 00	2,950 00	32,400 00	28 42	8 25	36 67	10 49	8 25	18 74	9 89	8 25	18 14	12 51	8 25	20 76
South Haven	1,300 00	8,499 45	475 00	10,274 45	22 73	3 80	26 53	11 49	3 80	15 29	10 07	3 80	13 87	12 94	3 80	16 74
Standish	700 00	2,720 00		3,420 00										11 36	6 64	18 00
Stanton	807 50	2,726 50		3,534 00	17 34	3 25	20 59	11 17	3 25	14 42	8 86	3 25	12 11	14 98	3 25	18 23
Sturgis	1,100 00	4,075 50	348 00	5,523 50	28 81	5 08	33 89	13 74	5 08	18 82	11 35	5 08	16 43	14 06	5 08	19 13
Tawas City	750 00	2,101 75		2,851 75										10 92	4 45	15 37
Three Rivers	1,250 00	11,171 00	475 00	12,896 00										18 40	7 01	20 41
Traverse City	1,650 00	22,417 40	1,035 00	25,102 40										13 33	2 12	15 45
West Bay City	1,400 00	26,061 32	350 00	27,811 32	32 90	8 04	40 94	16 74	8 04	24 78	12 57	8 04	20 61	15 35	8 04	23 39
Wyandotte	1,500 00	11,261 25	450 00	13,211 25	44 00	11 28	55 28	8 60	11 28	19 88	9 64	11 28	20 92	15 52	11 28	26 80
Ypsilanti	1,500 00	13,375 00	1,350 00	16,225 00	27 23	7 86	35 09	14 86	7 86	22 72	13 07	7 86	20 93	17 19	7 86	25 05

*Includes both grammar and primary departments.

TABLE XIX.—Continued.

Financial statistics of graded village schools as reported by superintendents for the year 1903–1904.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Addison	$800 00	$1,260 00	.....	$2,060 00	$34 11	$8 90	$43 01	$11 00	$8 90	$19 90	$7 30	$8 90	$16 20	$14 61	$8 90	$23 51
Algonac	855 00	2,813 75	.....	3,668 75	42 61	6 11	48 72	10 91	6 11	17 02	8 56	6 11	14 67	13 01	6 11	19 12
Allegan	1,400 00	6,848 60	$498 12	8,746 72	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 82	2 41	16 23
Alma	1,100 00	5,150 00	400 00	6,650 00	15 38	15 13	30 51	16 22	15 13	31 35	10 68	15 13	25 81	13 32	15 13	28 45
Almont	700 00	2,025 00	.....	2,725 00	23 63	6 93	30 56	11 66	6 93	18 59	10 75	6 93	17 68	14 26	6 93	21 19
Armada	700 00	1,465 00	.....	2,165 00	16 15	11 03	27 18	9 48	11 03	20 51	6 83	11 03	17 86	10 51	11 03	21 54
Ashley	450 00	577 50	.....	1,027 50	10 89	2 83	13 72	9 65	2 83	12 48	4 18	2 83	7 01	7 45	2 83	10 28
Athens	600 00	1,305 00	.....	1,905 00	30 97	3 92	34 89	11 25	3 92	15 17	9 26	3 92	13 18	15 74	3 92	19 66
†Atlanta	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Attica	500 00	250 00	.....	750 00	.....	.....	.....	27 77	3 63	31 40	6 09	3 63	9 72	12 71	3 63	16 34
Augusta	675 00	1,440 00	.....	2,115 00	20 62	14 69	35 31	12 72	14 69	27 41	8 18	14 69	22 87	13 22	14 69	27 91
Bad Axe	900 00	3,300 00	250 00	4,450 00	20 35	6 86	27 21	9 92	6 86	16 78	9 18	6 86	16 04	12 03	6 84	18 87
Baldwin	500 00	600 00	.....	1,100 00	62 50	1 84	64 34	10 00	1 84	11 84	9 00	1 84	10 84	11 70	1 84	13 54
Bancroft	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bangor	800 00	2,521 00	.....	3,321 00	14 19	9 29	26 48	8 81	9 29	18 10	7 60	9 29	16 89	9 40	9 29	18 69
Baraga	1,000 00	5,370 00	.....	6,370 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	26 99	16 08	43 07
Bear Lake	600 00	1,275 00	70 00	1,945 00	12 76	2 30	15 06	12 86	2 30	15 16	4 09	2 30	6 39	12 79	2 30	15 09
Bellaire	810 00	2,440 00	.....	3,250 00	12 51	2 64	15 15	8 04	2 64	10 68	7 90	2 64	10 59	11 45	2 64	14 09
Bellevue	750 00	2,042 50	95 00	2,887 50	25 32	13	25 45	9 36	13	9 49	10 42	13	10 55	14 66	13	14 79
Benzonia	700 00	1,372 50	.....	2,072 50	50 91	4 40	55 31	13 16	4 40	17 56	10 07	4 40	14 47	15 82	4 40	20 22
Berrien Springs	720 00	1,620 00	.....	2,340 00	24 00	6 00	30 00	14 04	6 00	20 04	9 48	6 00	15 48	14 35	6 00	20 35
Birmingham	1,000 00	2,725 00	.....	3,725 00	21 39	3 45	24 84	12 64	3 45	16 09	5 93	3 45	9 38	12 63	3 45	16 08
Blissfield. No. 1	600 00	840 00	.....	1,440 00	23 22	5 69	28 91	7 56	5 69	13 25	5 18	5 69	10 87	10 99	5 69	16 68
Blissfield. No. 2	700 00	1,425 00	.....	2,125 00	19 90	4 92	24 82	5 04	4 92	9 96	6 08	4 92	11 00	11 74	4 92	16 66
Bloomingdale	540 00	945 00	.....	1,485 00	15 00	2 37	17 37	7 87	2 37	10 24	5 40	2 37	7 77	9 90	2 37	12 27
Boardman	405 00	580 00	.....	985 00	10 38	3 35	13 73	5 91	3 35	9 26	5 96	3 35	9 31	7 46	3 35	10 81

†Not legally graded.

TABLE XIX.—CONTINUED.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Boyne	$855 00	$3,869 00	.....	$4,724 00	$28 37	$3 45	$31 82	$9 95	$3 45	$13 40	$6 80	$3 45	$10 25	$10 31	$3 45	$13 76
Boyne Falls	450 00	1,035 00	.....	1,485 00	22 50	15 18	37 68	11 25	15 18	26 43	9 13	15 18	24 31	11 70	15 18	26 88
Breedsville	360 00	297 00	.....	657 00	.....	.....	.....	14 40	1 75	16 15	8 49	1 75	10 24	10 95	1 75	12 70
Brighton	750 00	1,590 00	.....	2,340 00	27 56	6 42	33 98	10 20	6 42	16 62	10 76	6 42	17 18	15 00	6 42	21 42
Britton	540 00	592 16	.....	1,132 16	15 42	4 74	20 16	7 40	4 74	12 14	7 35	4 74	12 09	10 02	4 74	14 76
Bronson	712 50	1,957 50	.....	2,670 00	22 40	3 12	25 52	9 15	3 12	12 27	7 19	3 12	10 31	12 84	3 12	15 96
Brooklyn	800 00	1,650 00	.....	2,450 00	34 21	4 11	38 32	10 10	4 11	14 21	11 16	4 11	15 27	16 78	4 11	20 89
Brown City	600 00	834 00	.....	1,434 00	28 60	4 00	32 60	8 30	4 00	12 30	5 20	4 00	9 20	8 74	4 00	12 74
Buchanan	1,000 00	4,684 00	.....	5,684 00	35 91	2 53	38 44	15 25	2 53	17 78	13 17	2 53	15 70	18 82	2 53	21 35
Burlington	405 00	400 00	.....	905 00	14 46	2 21	16 67	12 50	2 21	14 71	6 82	2 21	9 03	12 93	2 21	15 14
Burr Oak	540 00	1,710 00	.....	2,250 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Byron	600 00	975 00	.....	1,575 00	33 33	4 00	37 33	6 50	4 00	10 50	9 85	4 00	13 85	11 75	4 00	15 75
Caledonia	600 00	950 00	.....	1,550 00	11 11	3 16	14 27	9 83	3 16	12 99	10 00	3 16	13 16	10 30	3 16	13 46
Calumet	3,000 00	76,547 46	.....	79,547 46	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 96	7 03	21 99
Camden	450 00	810 00	.....	1,260 00	26 47	4 52	30 99	10 80	4 52	15 32	10 39	4 52	14 91	13 55	4 52	18 07
Capac	550 00	1,280 70	.....	1,830 70	20 00	4 42	24 42	6 87	4 42	11 29	5 71	4 42	10 13	9 25	4 42	13 67
Caro	1,000 00	5,008 75	$306 25	6,315 00	18 07	2 00	20 07	13 44	2 00	15 44	8 67	2 00	10 67	12 07	2 00	14 07
Carson City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carsonville	540 00	525 00	.....	1,065 00	15 00	5 20	20 20	6 92	5 20	12 12	5 00	5 20	10 20	8 25	5 20	13 45
Caseville	700 00	791 00	.....	1,491 00	19 45	5 89	25 34	10 97	5 89	16 86	7 70	5 89	18 01	12 12	5 89	18 01
Casnovia	540 00	585 00	.....	1,125 00	33 75	8 00	41 75	11 67	8 00	19 67	6 75	8 00	14 75	13 55	8 00	21 55
Cass City	750 00	2,675 00	.....	3,425 00	15 60	63	16 23	11 60	63	12 23	9 50	63	10 13	10 31	63	10 94
Cassopolis	950 00	3,016 00	.....	3,966 00	32 00	2 75	34 75	9 00	2 75	11 75	6 00	2 75	8 75	13 63	2 75	16 38
Cedar Springs	1,000 00	2,407 00	.....	3,407 00	29 60	2 81	32 41	11 64	2 81	14 45	7 86	2 81	10 67	13 96	2 81	16 77
Central Lake	800 00	2,042 50	.....	2,842 50	31 71	9 07	40 78	8 36	9 07	17 43	7 56	9 07	16 63	11 51	9 07	20 58
Centreville	750 00	1,755 00	.....	2,505 00	47 28	7 74	55 02	12 50	7 74	20 24	12 27	7 74	20 01	18 83	7 74	26 57
Charlevoix	900 00	5,322 55	382 50	6,605 05	22 91	9 94	32 85	11 08	9 94	21 03	10 96	9 94	20 91	12 10	9 94	22 04
Chelsea	950 00	3,940 00	520 00	5,410 00	27 91	6 72	34 63	12 06	6 72	18 78	10 81	6 72	17 53	14 90	6 72	21 62
Chesaning	1,000 00	2,695 00	.....	3,695 00	33 60	5 30	38 90	10 34	5 30	15 64	9 30	5 30	14 60	15 02	5 30	20 32
Clarkston	850 00	1,150 00	.....	2,000 00	31 25	5 13	36 38	7 96	5 13	13 09	9 09	5 13	14 22	17 09	5 13	22 22

Clayton	600 00	495 00	.....	1,095 00	16 67	2 23	18 90	9 00	2 23	11 23	5 49	2 23	7 72	10 23	2 23	12 45
†Clifford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Climax	585 00	900 00	.....	1,485 00	18 00	5 38	23 38	11 00	5 38	16 38	11 00	5 38	16 38	12 91	5 38	18 29
Clinton	900 00	1,907 50	.....	2,807 50	26 85	2 48	29 33	9 96	2 48	12 44	6 68	2 48	9 16	13 24	2 48	15 72
Cho	700 00	1,975 00	.....	2,675 00	16 26	4 06	20 32	19 20	4 06	23 26	13 23	4 06	17 29	16 02	4 06	20 08
Coleman	700 00	2,600 00	.....	3,300 00	54 11	3 69	57 80	7 91	3 69	11 60	6 31	3 69	10 00	11 04	3 69	14 73
Coloma	585 00	1,440 00	.....	2,025 00	40 91	7 89	48 80	7 20	7 89	15 09	5 45	7 89	13 34	10 33	7 89	18 22
Columbiaville	600 00	1,200 00	.....	1,800 00	31 54	7 06	38 60	12 59	7 06	19 65	9 55	7 06	16 61	15 00	7 06	22 06
Concord	700 00	1,450 00	.....	2,150 00	22 34	7 95	30 29	13 33	7 95	21 28	16 66	7 95	24 61	18 07	7 95	26 02
Constantine	950 00	2,770 00	.....	3,720 00	32 73	6 41	39 14	9 47	6 41	15 88	10 87	6 41	17 28	15 37	6 41	21 78
Coopersville	600 00	1,290 00	.....	1,890 00	20 72	2 13	22 85	7 23	2 13	9 36	9 50	2 13	11 63	11 74	2 13	13 87
Copemish	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Croswell	800 00	2,190 00	.....	2,990 00	26 86	5 81	32 67	8 03	5 81	13 84	6 90	5 81	12 71	10 10	5 81	15 91
†Croton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Custer	450 00	630 00	.....	1,080 00	.....	.....	.....	17 80	2 65	20 45	7 02	2 65	9 67	12 41	2 65	15 06
Dansville	650 00	900 00	.....	1,550 00	16 25	7 08	23 33	16 66	7 08	23 74	9 78	7 08	16 86	13 72	7 08	20 80
Davison	600 00	1,500 00	.....	2,100 00	21 43	12 84	34 27	10 91	12 84	23 75	6 25	12 84	19 09	10 88	12 84	23 72
Dearborn	750 00	1,800 00	30 00	2,580 00	35 93	4 92	40 85	9 68	4 92	14 60	7 83	4 92	12 75	12 90	4 92	17 82
Decatur	1,000 00	2,452 00	150 00	3,602 00	18 24	2 47	20 71	11 24	2 47	13 71	12 80	2 47	15 27	13 69	2 47	16 16
Deckerville	540 00	540 00	.....	1,080 00	12 00	7 72	19 72	6 14	7 72	13 86	4 66	7 72	12 38	7 40	7 72	15 12
Deerfield	600 00	1,071 00	.....	1,671 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Delray	1,500 00	14,625 00	500 00	16,625 00	40 10	6 75	46 85	15 20	6 75	21 95	15 20	6 75	21 95	12 83	6 75	19 58
Detour	650 00	1,837 94	.....	2,487 94	36 11	4 74	40 85	.....	.....	.....	.....	.....	.....	13 02	4 74	17 76
Dexter	855 00	2,070 00	115 00	3,040 00	27 86	4 71	32 57	8 22	4 71	12 93	8 17	4 71	12 88	12 51	4 71	17 22
Douglas	540 00	630 00	.....	1,170 00	20 00	7 42	27 42	8 07	7 42	15 49	8 75	7 42	16 17	11 47	7 42	18 89
Dryden	650 00	630 00	.....	1,280 00	29 55	5 12	34 67	15 00	5 12	20 12	10 00	5 12	15 12	17 07	5 12	22 19
Dundee	720 00	2,570 00	30 00	3,320 00	21 42	6 05	27 47	14 50	6 05	20 55	14 50	6 05	20 55	16 04	6 05	22 09
Durand	850 00	4,460 00	.....	5,310 00	48 53	11 05	59 58	10 42	11 05	21 47	7 17	11 05	18 22	11 40	11 05	22 45
†Eagle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
East Grand Rapids	475 00	332 50	.....	807 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 15	20 95	28 10
East Jordan	850 00	2,861 00	.....	3,711 00	26 48	6 03	32 51	10 89	6 03	16 92	8 72	6 03	14 75	12 37	6 03	18 40
Eau Claire	600 00	975 00	.....	1,575 00	26 09	2 01	28 10	13 68	2 01	15 69	11 33	2 01	13 34	15 44	2 01	17 45
Edmore	650 00	1,330 00	.....	1,980 00	13 23	3 81	17 04	9 50	3 81	13 31	8 01	3 81	11 82	9 56	3 81	13 37
Elkton	800 00	1,120 00	.....	1,920 00	38 10	12 95	51 05	8 21	12 95	21 16	6 35	12 95	19 30	10 32	12 95	23 27
Elsie	617 50	1,073 50	.....	1,691 00	17 15	2 94	20 09	7 81	2 94	10 75	6 80	2 94	9 74	9 24	2 94	12 18
†Emmett	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Empire	700 00	945 00	.....	1,645 00	20 59	10 93	31 52	7 50	10 93	18 43	7 00	10 93	17 93	11 83	10 93	22 76
Essexville	700 00	1,200 00	.....	1,900 00	.....	.....	.....	16 67	10 53	27 20	10 96	10 53	21 49	13 67	10 53	24 20
Evart	1,000 00	4,100 00	.....	5,100 00	21 80	3 72	25 52	14 20	3 72	17 92	13 80	3 72	17 52	15 89	3 72	19 61
Farmington	600 00	725 00	77 50	1,402 50	24 00	7 17	31 17	5 82	7 17	12 99	5 90	7 17	13 07	9 47	7 17	16 64
Farwell	540 00	1,161 00	.....	1,701 00	12 27	1 96	14 23	8 34	1 96	10 30	4 99	1 96	6 95	8 72	1 96	10 68
Fennville	750 00	1,314 00	.....	2,064 00	15 25	3 68	18 93	10 62	3 68	14 30	11 70	3 68	15 38	12 66	3 68	16 34
Fenton	1,000 00	5,225 00	400 00	6,625 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 33	6 56	19 89
Fife Lake	495 00	630 00	.....	1,125 00	19 04	2 78	21 82	9 84	2 78	12 62	8 29	2 78	11 07	11 72	2 78	14 50
Flushing	1,000 00	1,750 00	.....	2,750 00	28 57	8 63	37 20	12 10	8 63	20 73	6 38	8 63	15 01	13 41	8 63	22 04

† Not legally graded.

TABLE XIX.—CONTINUED.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Forestville																
†Fowler																
Fowlerville	$850 00	$2,110 00		$2,960 00	$18 64	$7 06	$25 70	$17 55	$7 06	$24 61	$11 33	$7 06	$18 39	$15 83	$7 06	$22 89
Frankfort	1,100 00	4,096 25	$400 00	5,596 25	25 64	3 03	28 67	10 62	3 03	13 65	7 94	3 03	10 97	12 58	3 03	15 61
†Fraser																
Fremont	900 00	3,220 00		4,120 00	12 57	2 36	14 93	10 84	2 36	13 20	10 84	2 36	13 20	11 35	2 36	13 71
Fruitport	700 00	450 00		1,150 00				25 00	30 81	55 81	8 65	30 81	39 46	14 37	30 81	45 18
Gagetown	575 00	330 00		905 00				28 75	6 35	35 10	10 31	6 35	16 66	17 42	6 35	23 77
Gaines	600 00	650 00		1,250 00	18 18	6 38	24 56	9 46	6 38	15 84	7 31	6 38	13 69	11 26	6 38	17 64
Galesburg	950 00	1,522 00		2,472 00	16 60	4 91	21 51	13 90	4 91	18 81	8 38	4 91	13 29	14 28	4 91	19 19
Galien	540 00	1,002 50		1,542 50	19 56	53	20 09	5 62	53	6 15	8 88	53	9 41	11 02	53	11 55
†Garden																
Gaylord	900 00	3,170 00	76 00	4,146 00	44 88	7 09	51 97	12 10	7 09	19 19	6 83	7 09	13 92	12 64	7 09	19 73
†Glenwood																
Gobleville	550 00	1,235 00		1,785 00	14 02	3 41	17 43	8 90	3 41	12 31	5 50	3 41	8 91	10 88	3 41	14 29
Grandville	700 00	1,013 50		1,713 50	18 42	4 53	22 95	9 34	4 53	13 87	7 00	4 53	11 53	10 32	4 53	14 85
†Grant																
Grass Lake	700 00	1,600 00	150 00	2,450 00	25 00	7 37	32 37	7 58	7 37	14 95	8 82	7 37	16 19	13 46	7 37	20 83
†Grosse Pointe																
Grosse Pointe Farms	550 00	400 00		950 00				13 75	5 02	18 77	6 06	5 02	11 08	8 96	5 02	13 98
Hamtramck	725 00	2,576 38		3,301 38				18 65	10 37	29 02	10 68	10 37	21 05	12 60	10 37	22 97
Hanover	500 00	950 00		1,450 00	17 00	4 58	21 58	9 68	4 58	14 26	14 29	4 58	18 87	14 21	4 58	18 79
Harbor Beach	1,000 00	2,560 00		3,560 00	30 38	9 99	40 34	9 82	9 99	19 81	10 77	9 99	20 76	13 43	9 99	23 42
Harbor Springs	925 00	3,313 94		4,238 94	25 97	6 05	32 02	12 54	6 05	18 59	10 33	6 05	16 38	13 50	6 05	19 55
Harrietta	477 00	630 00		1,107 00	23 85	3 10	26 95	10 50	3 10	13 60	5 73	3 10	8 83	10 54	3 10	13 64
Harrisville	500 00	1,080 00		1,580 00	33 33	4 03	37 36	6 67	4 03	10 70	8 00	4 03	12 03	9 93	4 03	13 96
Hart	900 00	3,015 00	165 00	4,080 00	21 96	5 34	27 30	13 29	5 34	18 63	7 62	5 34	12 96	12 83	5 34	18 17
Hartford	900 00	2,420 00		3,320 00	20 71	2 23	22 94	8 02	2 23	10 25	7 02	2 23	9 25	11 41	2 23	13 64
Hersey	600 00	950 00		1,550 00	41 30	4 83	46 13	6 82	4 83	11 65	6 82	4 83	11 65	14 62	4 83	19 45
Hesperia	540 00	1,159 50		1,699 50	16 00	4 02	20 02	7 76	4 02	11 78	5 94	4 02	9 96	11 80	4 02	15 82

Highland Park	800 00	1,415 00	.....	2,215 00	.....	.....	.....	21 37	9 40	30 77	15 61	9 40	25 01	18 61	9 40	28 01
†Hillman	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Holly	1,000 00	2,530 00	200 00	3,730 00	32 50	3 66	36 10	8 72	3 66	12 38	5 60	3 66	9 26	12 60	3 66	16 26
Homer	750 00	2,375 00	300 00	3,425 00	18 98	6 85	25 83	10 10	6 85	16 95	12 50	6 85	19 35	13 92	6 85	20 77
Houghton	1,700 00	18,504 75	600 00	20,804 75	51 40	11 10	62 50	21 68	11 10	32 78	16 20	11 10	27 30	21 49	11 10	32 59
Howard City	850 00	4,723 65	.....	5,573 65	33 85	2 50	36 35	7 90	2 50	10 40	7 80	2 50	10 30	16 59	2 50	19 09
Howell	1,300 00	5,360 00	500 00	7,160 00	23 48	7 50	30 98	12 37	7 50	19 87	8 87	7 50	16 37	14 29	7 50	21 79
Hubbardston	585 00	630 00	.....	1,215 00	18 52	4 57	23 09	14 28	4 57	18 85	11 16	4 57	15 73	14 64	4 57	19 21
Imlay City	900 00	2,550 00	.....	3,450 00	25 08	1 78	26 86	6 78	1 78	8 56	5 09	1 78	6 87	8 77	1 78	10 55
Iron River	1,050 00	4,600 00	.....	5,650 00	42 00	6 96	48 96	12 00	6 96	18 96	18 18	6 96	25 14	17 22	6 96	24 18
Ithaca	1,100 00	4,125 00	300 00	5,525 00	20 75	4 48	25 23	11 90	4 48	16 38	9 45	4 48	13 93	13 44	4 48	17 92
Jerome	405 00	270 00	.....	675 00	.....	.....	.....	28 93	2 68	31 61	11 25	2 68	13 93	17 76	2 68	20 44
Jonesville	1,000 00	2,780 00	.....	3,780 00	22 90	7 02	29 92	13 20	7 02	20 22	12 72	7 02	19 74	14 82	7 02	21 84
Kalkaska	900 00	2,997 50	.....	3,897 50	28 80	5 14	33 94	8 43	5 14	13 57	8 98	5 14	14 12	13 97	5 14	19 11
Kingsley	540 00	684 00	.....	1,224 00	15 43	6 86	22 29	7 53	6 86	14 39	6 05	6 86	12 91	9 00	6 86	15 86
Kingston	525 00	300 00	.....	825 00	.....	.....	.....	10 50	1 42	11 92	3 75	1 42	5 17	6 35	1 42	7 77
Laingsburg	650 00	1,425 00	.....	2,075 00	21 87	2 91	24 78	9 85	2 91	12 76	13 00	2 91	15 91	15 26	2 91	18 17
Lake Ann	432 00	360 00	.....	792 00	.....	.....	.....	12 00	5 49	17 49	17 14	5 49	22 63	13 89	5 49	19 38
Lake City	495 00	1,637 50	.....	2,132 50	49 50	2 61	52 11	12 86	2 61	15 47	7 50	2 61	10 11	10 35	2 61	12 96
Lake Linden	1,800 00	13,029 88	1,163 50	15,993 38	29 16	11 70	40 86	25 31	11 70	37 01	17 74	11 70	29 44	23 42	11 70	35 12
Lake Odessa	800 00	2,609 00	.....	3,409 00	22 53	4 17	26 70	9 76	4 17	13 93	9 67	4 17	13 84	11 00	4 17	15 17
Lakeview	800 10	2,213 00	.....	3,013 10	20 61	2 03	22 64	8 24	2 03	10 27	7 17	2 03	9 20	10 91	2 03	12 94
L'Anse	1,200 00	4,800 75	.....	6,000 75	56 00	7 88	63 88	4 00	7 88	11 88	2 00	7 88	9 88	17 10	7 88	24 98
Lawrence	900 00	1,623 00	.....	2,523 00	23 00	4 20	27 20	9 50	4 20	13 70	7 00	4 20	11 20	12 81	4 20	17 01
Lawton	700 00	1,566 00	.....	2,266 00	18 93	5 92	24 85	7 20	5 92	13 12	6 55	5 92	12 47	9 81	5 92	15 73
Leonard	450 00	500 00	.....	950 00	13 23	4 19	17 42	8 93	4 19	13 12	6 94	4 19	11 13	9 19	4 19	13 38
Le Roy	540 00	990 00	.....	1,530 00	20 77	3 68	24 45	10 59	3 68	14 27	7 32	3 68	11 00	10 48	3 68	14 16
Leslie	900 00	1,900 00	.....	2,800 00	34 00	5 41	39 41	11 00	5 41	16 41	9 00	5 41	14 41	14 74	5 41	20 15
Lexington	700 00	1,375 50	.....	2,075 50	27 63	5 37	33 00	9 21	5 37	14 58	11 07	5 37	16 44	15 15	5 37	20 52
Linden	600 00	1,000 00	.....	1,600 00	18 00	2 85	20 85	8 75	2 85	11 60	7 00	2 85	9 85	11 43	2 85	14 28
Lisbon	450 00	504 00	.....	954 00	23 68	1 67	25 35	19 39	1 67	21 06	9 69	1 67	11 36	16 45	1 67	18 12
Litchfield	600 00	1,224 00	.....	1,824 00	26 12	4 92	31 04	10 08	4 92	15 00	9 19	4 92	14 11	13 92	4 92	18 84
Lowell	1,100 00	3,793 00	.....	4,893 00	15 31	7 18	22 49	11 33	7 18	18 51	7 37	7 18	14 55	11 68	7 18	18 86
Luther	600 00	1,301 25	.....	1,901 25	20 69	4 86	25 55	9 65	4 86	14 51	5 44	4 86	10 30	9 01	4 86	13 87
Lyons	600 00	1,080 00	15 00	1,695 00	22 94	3 70	26 64	10 60	3 70	14 30	8 43	3 70	12 13	12 56	3 70	16 26
Mackinaw City	630 00	1,070 00	.....	1,700 00	22 50	1 73	24 23	10 64	1 73	12 37	7 35	1 73	9 08	11 41	1 73	13 14
Mancelona	675 00	3,875 00	.....	4,550 00	12 53	6 25	18 78	10 84	6 25	17 09	10 80	6 25	17 05	11 58	6 25	17 83
Manchester	1,000 00	2,510 00	.....	3,510 00	21 00	2 47	23 47	8 00	2 47	10 47	8 18	2 47	10 65	12 19	2 47	14 66
Manton	665 00	2,170 00	.....	2,835 00	20 42	4 53	24 95	9 41	4 53	13 94	7 34	4 53	11 87	10 23	4 53	14 76
Maple Rapids	600 00	950 00	.....	1,550 00	24 59	13 02	37 61	8 02	13 02	21 04	13 76	13 02	26 78	13 14	13 02	26 16
Marcellus	800 00	2,025 00	.....	2,825 00	24 52	6 38	30 90	9 39	6 38	15 77	8 32	6 38	14 70	12 84	6 38	19 22
Marion	550 00	1,188 00	.....	1,738 00	17 74	3 04	20 78	8 15	3 04	11 19	7 01	3 04	10 05	9 10	3 04	12 14
Marlette	850 00	3,000 00	.....	3,850 00	23 00	2 85	25 85	10 20	2 85	13 05	11 15	2 85	14 00	13 70	2 85	16 55
†Maybee	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mayville	650 00	1,450 00	.....	2,100 00	25 00	11 15	36 15	7 00	11 15	18 15	14 00	11 15	25 15	15 00	11 15	26 15

† Not legally graded.

TABLE XIX.—CONTINUED.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
McBain																
McBrides	$650 00	$617 50		$1,267 50	$22 41	$2 81	$25 22	$7 92	$2 81	$10 73	$4 75	$2 81	$7 56	$9 67	$2 81	$12 48
Mecosta	500 00	630 00		1,130 00	12 50	4 68	17 18	7 95	4 68	12 63	5 83	4 68	10 51	8 56	4 68	13 24
Memphis	650 00	1,150 00		1,800 00	21 17	5 76	26 93	7 84	5 76	13 60	8 63	5 76	14 39	11 12	5 76	16 88
Mendon	700 00	1,818 00		2,518 00	26 54	6 78	33 32	8 80	6 78	15 58	10 62	6 78	17 40	14 47	6 78	21 25
†Merrill																
Mesick	400 00	624 00		1,024 00	13 33	9 24	22 57	9 75	9 24	18 99	8 67	9 24	17 91	10 45	9 24	19 69
Metamora	625 00	630 00		1,255 00	18 38	2 23	20 61	16 50	2 23	18 73	10 00	2 23	12 23	14 94	2 23	17 17
Middleville	800 00	1,950 00		2,750 00	33 76	8 60	42 36	12 14	8 60	20 74	14 33	8 60	22 93	18 58	8 60	27 18
Milan	750 00	2,610 00		3,360 00	23 66	4 37	28 03	9 71	4 37	14 08	14 88	4 37	19 25	14 67	4 37	19 04
Milford	900 00	2,215 00		3,115 00	69 13	8 40	77 53	11 30	8 40	19 70	18 12	8 40	26 52	24 14	8 40	32 54
Millersburg	550 00	1,050 00		1,600 00	22 92	8 82	31 74	12 07	8 82	20 89	14 30	8 82	23 12	15 68	8 82	24 50
Millington	600 00	1,129 00		1,729 00	17 85	7 71	25 56	11 03	7 71	18 74	8 12	7 71	15 83	11 30	7 71	19 01
Minden	495 00	270 00		765 00				11 00	2 24	13 24	3 37	2 24	5 61	6 12	2 24	8 36
Montague	900 00	1,693 50	$100 00	2,693 50	20 11	4 39	24 50	7 50	4 39	11 88	3 17	4 39	7 56	10 99	4 39	15 38
†Montrose																
Morenci	800 00	1,755 00		2,555 00	18 25	4 38	22 63	6 74	4 38	11 12	9 10	4 38	13 48	10 47	4 38	14 85
Morley	540 00	540 00		1,080 00	13 50	2 79	16 29	10 00	2 79	12 79	6 92	2 79	9 71	10 19	2 79	12 98
Morrice	570 00	855 00		1,425 00	25 91	15 42	41 33	14 00	15 42	29 42	8 33	15 42	23 75	12 84	15 42	28 26
Mt. Morris	700 00	960 00		1,660 00	20 00	3 56	23 56	6 95	3 56	10 51	8 00	3 56	11 56	12 11	3 56	15 67
Muir	540 00	810 00		1,350 00	28 42	4 62	33 08	14 21	4 62	18 83	8 31	4 62	12 93	13 11	4 62	17 73
Munising	1,200 00	9,050 00	500 00	10,750 00										19 33	11 09	30 42
Muskegon Heights	850 00	2,182 12		3,032 12	36 91	6 93	45 84	7 80	6 93	14 73	6 44	6 93	13 37	10 64	6 93	17 57
Nashville	750 00	2,700 00	60 00	3,510 00	17 50	2 84	20 34	14 50	2 84	17 34	10 00	2 84	12 84	12 45	2 84	15 29
†Naubinway																
Newaygo	1,000 00	3,546 50		4,546 50	27 45	3 87	31 32	11 85	3 87	15 72	6 95	3 87	10 82	15 46	3 87	19 33
New Baltimore	650 00	1,075 00		1,725 00	35 34	5 98	41 32	8 53	5 98	14 51	11 73	5 98	17 71	17 42	5 98	23 40
Newberry	1,050 00	5,902 50	400 00	7,352 50	65 62	3 40	69 02	19 74	3 40	23 14	13 12	3 40	16 52	18 66	3 40	22 06
†New Boston																
New Buffalo	675 00	1,035 00		1,710 00	22 50	11 05	33 55	19 28	11 05	30 33	5 81	11 05	16 86	9 94	11 05	20 99

New Haven	495 00	561 45	.....	1,056 45	13 38	3 93	17 31	6 57	3 93	10 50	8 21	3 93	12 14	9 27	3 93	13 20
North Adams	500 00	902 50	.....	1,402 50	16 65	2 32	18 97	6 63	2 32	8 95	9 50	2 32	11 82	11 40	2 32	13 72
North Branch	650 00	1,550 00	.....	2,200 00	12 90	9 42	22 32	11 11	9 42	20 53	9 67	9 42	19 09	11 28	9 42	20 70
Northville	1,000 00	4,080 00	225 00	5,305 00	30 56	3 38	33 94	10 60	3 38	13 98	9 36	3 38	12 74	13 81	3 38	17 19
Oakley	405 00	225 00	.....	630 00	.....	.....	.....	13 50	2 23	15 73	5 49	2 23	7 72	8 87	2 23	11 10
Olivet	700 00	1,775 00	150 00	2,625 00	14 00	4 10	18 10	10 00	4 10	14 10	9 00	4 10	13 10	13 26	4 10	17 36
Onekama	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ontonagon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Orion	600 00	1,425 00	.....	2,025 00	25 68	6 48	32 16	9 57	6 48	16 05	9 92	6 48	16 40	13 77	6 48	20 25
Ortonville	700 00	620 00	.....	1,320 00	19 44	52	19 96	10 67	52	11 19	8 33	52	8 85	12 94	52	13 46
Oscoda	540 00	1,260 00	.....	1,800 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	7 63	6 92	14 55
Otisville	600 00	600 00	.....	1,200 00	15 00	2 80	17 80	7 69	2 80	10 49	6 38	2 80	9 18	9 53	2 80	12 33
Otsego	1,225 00	4,504 50	270 00	5,999 50	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 01	6 12	20 13
Otter Lake	360 00	234 00	.....	594 00	.....	.....	.....	8 78	1 30	10 08	6 32	1 30	7 62	7 62	1 30	8 92
Ovid	1,000 00	3,175 00	140 00	4,315 00	23 00	5 93	28 93	8 63	5 93	14 56	13 03	5 93	18 96	14 77	5 93	20 70
Oxford	900 00	2,690 00	.....	3,590 00	21 80	7 40	29 20	15 52	7 40	22 92	10 31	7 40	17 71	15 68	7 40	23 08
Parma	650 00	1,400 00	180 00	2,230 00	15 04	7 95	22 99	17 52	7 95	25 47	9 74	7 95	17 69	13 94	2 79	16 73
Paw Paw	1,200 00	3,170 00	.....	4,370 00	19 18	10 72	29 90	7 39	10 72	18 11	9 23	10 72	19 95	13 64	10 72	24 36
Pentwater	900 00	2,348 25	.....	3,248 25	36 03	5 17	41 20	7 91	5 17	13 08	7 85	5 17	13 02	11 16	5 17	16 33
†Perrington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perry	800 00	1,550 00	.....	2,350 00	18 00	13 60	31 60	17 00	13 60	30 60	15 00	13 60	28 60	16 79	13 60	30 39
Petersburg	525 00	1,192 50	.....	1,717 50	21 55	4 26	25 81	10 10	4 26	14 36	6 17	4 26	10 43	11 53	4 26	15 79
Pewamo	500 00	540 00	.....	1,040 00	15 62	6 32	21 94	8 44	6 32	14 76	7 50	6 32	13 82	10 40	6 32	16 72
Pierson	405 00	270 00	.....	675 00	.....	.....	.....	15 57	1 12	16 69	4 28	1 12	5 40	7 58	1 12	8 70
Pinckney	700 00	950 00	.....	1,650 00	18 42	6 87	25 29	17 11	6 87	23 98	8 34	6 87	15 21	14 73	6 87	21 60
Pinconning	700 00	1,800 00	.....	2,500 00	38 89	4 03	42 92	12 00	4 03	16 03	8 03	4 03	12 06	12 20	4 03	16 23
Plainwell	1,100 00	2,945 00	142 50	4,187 50	23 58	3 30	26 88	10 94	3 30	14 24	9 22	3 30	12 52	15 22	3 30	18 52
Plymouth	1,050 00	3,450 00	200 00	4,700 00	23 63	5 31	28 94	12 71	5 31	18 02	10 47	5 31	15 78	13 47	5 31	19 78
Port Austin	700 00	1,300 00	.....	2,000 00	50 00	3 17	53 17	14 87	3 17	18 04	6 94	3 17	10 11	12 58	3 17	15 75
Port Hope	550 00	600 00	.....	1,150 00	25 00	5 22	30 22	11 11	5 22	16 33	13 64	5 22	18 86	16 20	5 22	21 42
Portland	900 00	4,510 00	.....	5,410 00	18 31	1 23	19 54	9 00	1 23	10 23	6 02	1 23	7 25	16 29	1 23	17 52
Port Sanilac	495 00	525 00	.....	1,020 00	15 47	3 55	19 02	12 00	3 55	15 55	5 92	3 55	9 47	10 73	3 55	14 28
Potterville	450 00	670 49	.....	1,120 49	15 00	2 20	17 20	10 33	2 20	12 53	6 00	2 20	8 20	9 57	2 20	11 77
Quincy	1,000 00	2,425 00	.....	3,425 00	22 92	5 85	28 77	9 95	5 85	15 80	8 81	5 85	14 66	13 32	5 85	19 17
Reading	1,000 00	2,251 50	.....	3,251 50	29 27	5 68	34 95	10 98	5 68	16 66	7 26	5 68	12 94	14 91	5 68	20 59
Reed City	1,100 00	4,877 96	.....	5,977 96	22 66	2 84	25 50	11 01	2 84	13 85	9 38	2 84	12 22	12 20	2 84	15 04
†Reese	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Richland	540 00	990 00	.....	1,530 00	25 71	6 96	32 67	18 00	6 96	24 96	6 00	6 96	12 96	15 30	6 96	22 26
Richmond	750 00	1,372 50	.....	2,122 50	46 25	1 70	47 95	8 32	1 70	10 02	7 91	1 70	9 61	14 24	1 70	15 94
River Rouge	950 00	5,025 00	.....	5,975 00	100 00	4 97	104 97	14 02	4 97	18 99	7 34	4 97	12 31	13 10	4 97	18 07
Rochester	950 00	2,080 00	.....	3,030 00	28 37	4 75	33 12	9 87	4 75	14 62	7 43	4 75	12 18	11 56	4 75	16 31
Rockford	800 00	1,600 00	.....	2,400 00	31 58	4 30	35 88	7 70	4 30	12 00	7 60	4 30	11 90	12 31	4 30	16 61
Rogers	540 00	1,070 00	.....	1,610 00	16 87	4 77	21 64	15 93	4 77	20 70	3 92	4 77	8 69	10 00	4 77	14 77
Romeo	1,300 00	3,275 00	250 00	4,825 00	33 60	5 68	39 28	11 54	5 68	17 22	11 04	5 68	16 72	17 05	5 68	22 73
Roscommon	545 00	630 00	.....	1,175 00	15 14	3 29	18 43	8 29	3 29	11 58	6 17	3 29	9 46	9 40	3 29	12 69

†Not legally graded.

TABLE XIX.—Concluded.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Royal Oak	$850 00	$1,617 50	.....	$2,467 50	$27 97	$6 07	$34 04	$8 12	$6 07	$14 19	$5 14	$6 07	$11 21	$9 99	$6 07	$16 06
St. Charles	850 00	2,850 00	.....	3,700 00	29 82	2 06	31 88	9 85	2 06	11 91	8 26	2 06	10 32	10 91	2 06	12 97
Saline	900 00	2,185 00	.....	3,085 00	26 44	3 74	30 18	12 44	3 74	16 18	9 75	3 74	13 49	17 73	3 74	21 47
Sand Lake	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sanilac Center	600 00	1,260 00	.....	1,860 00	16 52	11 26	27 78	5 00	11 26	16 26	4 31	11 26	15 57	7 15	11 26	18 41
Saranac	600 00	1,880 00	.....	2,480 00	16 45	4 79	21 24	7 94	4 79	12 73	10 12	4 79	14 91	10 37	4 79	15 16
Saugatuck	900 00	1,142 00	.....	2,042 00	18 28	11 40	29 68	8 18	11 40	19 58	5 90	11 40	17 30	10 26	11 40	21 66
Schoolcraft	1,000 00	1,881 00	.....	2,881 00	47 76	5 90	53 66	14 08	5 90	19 98	8 37	5 90	14 27	16 75	5 90	22 65
Scottville	700 00	1,440 00	.....	2,140 00	21 25	4 92	26 17	7 00	4 92	11 92	6 83	4 92	11 75	10 19	4 92	15 11
Sebewaing	700 00	1,395 00	.....	2,095 00	41 18	2 73	43 91	5 30	2 73	8 03	5 60	2 73	8 33	7 67	2 73	10 40
Shelby	844 45	2,853 24	.....	3,697 69	21 86	1 53	23 39	15 72	1 53	17 25	10 72	1 53	12 25	14 50	1 53	16 03
Shepherd	630 00	1,620 00	.....	2,250 00	19 04	3 60	22 64	7 87	3 60	11 47	8 33	3 60	11 93	11 03	3 60	14 63
Sheridan	540 00	847 50	.....	1,387 50	23 25	13 14	36 39	8 71	13 14	21 85	4 33	13 14	17 47	11 56	13 14	24 70
Sherman	540 00	770 00	.....	1,310 00	36 00	1 26	37 26	7 00	1 26	8 26	3 58	1 26	4 84	8 85	1 26	10 11
Sherwood	475 00	902 50	.....	1,377 50	23 75	5 25	29 00	7 39	5 25	12 64	11 40	5 25	16 65	11 98	5 25	17 23
†Sibley	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†South Frankfort	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Lyon	650 00	1,300 00	.....	1,950 00	21 83	2 46	24 29	7 47	2 46	9 93	4 91	2 46	7 37	9 33	2 46	11 79
Sparta	850 00	2,725 00	.....	3,575 00	21 09	8 69	29 78	9 87	8 69	18 56	8 47	8 69	17 16	11 61	8 69	20 30
Spring Lake	700 00	1,260 00	.....	1,960 00	27 56	8 75	36 31	11 42	8 75	20 17	12 16	8 75	20 91	16 33	8 75	25 08
Springport	700 00	1,400 00	.....	2,100 00	21 88	6 68	28 56	13 64	6 68	20 32	6 96	6 68	13 64	16 15	6 68	22 83
Stambaugh	800 00	4,620 00	$500 00	5,920 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	19 10	8 21	27 31
†Stephenson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stevensville	480 00	1,190 00	.....	1,670 00	30 40	1 80	32 20	7 00	1 80	8 80	7 00	1 80	8 80	11 51	1 80	13 32
Stockbridge	700 00	1,395 00	.....	2,095 00	22 00	7 21	29 21	13 00	7 21	20 21	11 00	7 21	18 21	13 60	7 21	20 81
†Sunfield	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sutton's Bay	540 00	720 00	.....	1,260 00	30 00	7 06	37 06	16 36	7 06	23 42	10 91	7 06	17 97	17 26	7 06	24 32
Tecumseh	1,000 00	4,850 00	375 00	6,225 00	21 61	5 59	27 20	10 68	5 59	16 27	12 09	5 59	17 68	14 05	5 59	19 64
Tekonsha	540 00	945 00	.....	1,485 00	20 77	4 92	25 69	10 32	4 92	15 24	7 00	4 92	11 92	12 58	4 92	17 50
Thompsonville	675 00	1,954 44	.....	2,629 44	35 00	3 54	38 54	16 90	3 54	20 44	8 78	3 54	12 32	10 60	3 54	14 14

Three Oaks	800 00	2,142 50	.....	2,942 50	23 00	3 85	26 85	8 75	3 85	12 60	8 95	3 85	12 80	11 63	3 85	15 48
Trenton	800 00	2,647 00	.....	3,447 00	75 00	9 59	84 59	10 98	9 59	20 57	8 46	9 59	18 05	12 53	9 59	22 12
Tustin	450 00	645 00	.....	1,095 00	15 50	4 40	19 90	6 50	4 40	10 90	5 00	4 40	9 40	8 69	4 40	13 09
†Ubly	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union City	1,200 00	4,625 00	.....	5,825 00	33 35	5 00	38 35	14 85	5 00	19 85	14 93	5 00	19 93	19 42	5 00	24 42
Unionville	600 00	866 88	.....	1,466 88	25 00	4 56	29 56	7 04	4 56	11 60	5 00	4 56	9 56	8 08	4 56	12 64
Utica	800 00	1,050 00	.....	1,850 00	37 50	5 63	43 13	9 46	5 63	15 09	7 19	5 63	12 82	13 60	5 63	19 23
Vandalia	800 00	1,143 00	.....	1,943 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
†Vanderbilt	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vassar	1,000 00	3,785 00	185 00	4,970 00	20 92	6 09	27 01	12 41	6 09	18 50	9 96	6 09	16 05	13 36	6 09	19 45
Vermontville	900 00	1,763 50	.....	2,663 50	21 79	5 17	26 96	9 50	5 17	14 67	9 24	5 17	14 41	14 32	5 17	19 49
Vernon	600 00	900 00	.....	1,500 00	26 00	3 98	29 98	8 33	3 98	12 31	10 00	3 98	13 98	12 60	3 98	16 58
Vicksburg	800 00	2,029 50	.....	2,829 50	26 33	6 85	33 18	10 95	6 85	17 80	7 94	6 85	14 79	14 89	6 85	21 74
Wakefield	900 00	6,250 00	.....	7,150 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	17 65	8 91	26 56
Warren	450 00	270 00	.....	720 00	.....	.....	.....	18 00	1 34	19 34	7 30	1 34	8 64	11 60	1 34	12 94
Watervliet	810 00	2,250 00	.....	3,060 00	25 85	4 87	30 72	10 00	4 87	14 87	7 82	4 87	12 69	11 46	4 87	16 33
Wayland	630 00	810 00	.....	1,440 00	12 86	1 40	14 26	5 35	1 40	6 75	3 95	1 40	5 35	8 18	1 40	9 58
Wayne	1,200 00	3,005 14	.....	4,205 14	25 94	3 32	29 26	11 04	3 32	14 36	8 62	3 32	11 94	13 22	3 32	16 54
Webberville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Branch	700 00	2,137 50	.....	2,837 50	11 67	3 22	14 89	6 06	3 22	9 28	5 40	3 22	8 62	6 65	3 22	9 87
†Westphalia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White Cloud	375 00	925 00	.....	1,295 00	18 75	6 61	25 36	8 37	6 61	14 98	5 22	6 61	11 83	7 53	6 61	14 14
Whitehall	851 57	2,892 25	.....	3,743 82	24 00	9 19	33 19	8 00	9 19	17 19	7 50	9 19	16 50	11 04	9 19	20 23
White Pigeon	900 00	1,660 00	.....	2,560 00	26 60	6 31	32 91	10 00	6 31	16 31	16 00	6 31	22 31	18 69	6 31	25 00
Williamston	1,000 00	3,250 00	.....	4,250 00	25 39	11 02	36 41	14 24	11 02	25 26	15 81	11 02	26 83	17 49	11 02	28 51
Woodland	450 00	626 50	.....	1,076 50	11 84	6 76	18 60	21 00	6 76	27 76	8 65	6 76	15 41	12 09	6 76	18 85
†Woodmere	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Yale	750 00	2,430 00	.....	3,180 00	26 00	4 71	30 71	8 00	4 71	12 71	6 00	4 71	10 71	12 00	4 71	16 71
Zeeland	750 00	2,640 00	243 00	3,633 00	27 87	3 60	31 47	7 48	3 60	11 08	6 93	3 60	10 53	9 90	3 60	13 50

†Not legally graded.

TABLE XX.

Special report of the superintendents of city schools.

Incorporated cities.	No. of teachers in schools, including superintendent and special teachers.	No. of special teachers employed.	No. of instructors in manual training.	No. of instructors in penmanship.	No. of instructors in drawing.	No. of instructors in kindergarten.	No. of instructors in commercial course.	No. of instructors in music.	Are your teachers of music and kindergarten qualified according to Act No. 166 of 1901?	If not, have they been granted city certificates?	Are all regular teachers holders of legal certificates of qualification?	No. holding certificates granted or indorsed by State board of education.	No. holding northern normal school certificates.	No. holding central normal school certificates.	No. holding state normal college certificates.	No. holding certificates granted by state university under provisions of sec. 4804 of compiled laws.	No. holding college certificates granted according to sec. 4805 of compiled laws.	No. holding city certificates of first grade.	No. holding city certificates of second grade.	No. holding city certificates of third grade.	No. holding county certificates.	Portion of superintendent's time given to supervision.
Adrian	47	7	....	....	1	5	.....	1	no	.....	yes	.....	.....	.....	8	1	4	.....	12	16	3	all
Albion	28	3	1	....	1	.....	.....	1	yes	.....	yes	.....	1	6	12	.....	4	1	....	....	1	5-6
Alpena	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Ann Arbor	75	6	2	....	1	.....	2	1	no	yes	yes	.....	.....	.....	6	.....	.....	20	20	23	....	all
Au Sable	9	.....	.....	.....	.....	.....	.....	.....	no	.....	yes	2	.....	.....	.....	.....	.....	.....	....	....	7	1-4
Battle Creek	107	5	3	....	1	.....	.....	1	yes	.....	yes	.....	.....	.....	8	11	7	4	64	1	7	all
Bay City	131	8	1	....	1	2	3	1	yes	.....	yes	.....	.....	.....	2	13	.....	92	....	16	....	all
Beaverton	7	....	....	....	....	....	....	....	....	....	yes	1	.....	1	....	1	....	....	....	....	4	1-5
Belding	19	2.5	....	.5	.5	1	.....	.5	yes	yes	yes	.....	.....	1	5	2	.....	2	4	....	2	1-2
Benton Harbor	37	1	....	.4	.3	.....	.....	.3	yes	.....	yes	.....	.....	7	18	.....	.....	.....	6	5	....	all
Bessemer	30	5	....	....	.5	4	.....	.5	yes	.....	yes	1	1	.....	5	.....	1	....	....	....	17	6-7
Big Rapids	28	1	....	.4	.3	.....	.....	.3	yes	yes	yes	.....	.....	.....	2	2	.....	9	5	8	1	6-8
Cadillac	39	1	....	....	.....	.....	.....	1	yes	.....	yes	1	.....	6	18	.....	3	1	6	....	3	6-7
Charlotte	26	3	1	....	.5	.....	1	.5	yes	.....	yes	1	.....	.....	11	2	.....	1	3	5	....	6-7
Cheboygan	29	1	....	....	.5	.....	.....	.5	yes	.....	yes	3	.....	.....	5	1	.....	.....	....	2	17	all
Clare	11	.....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....	1	4	.....	2	.....	.....	.....	4	1-2
Coldwater	31	.....	....	....	.....	2	1	.....	yes	.....	yes	.....	.....	.....	11	1	2	.....	11	1	2	all
Corunna	13	2	....	....	1	.....	.....	1	no	yes	yes	.....	.....	1	.....	1	1	1	5	2	....	1-2
Crystal Falls	25	2	....	....	.5	1	.....	.5	.....	yes	yes	.....	4	2	4	2	.....	.....	....	....	11	2-3
Detroit	1,063	112	22	....	1	79	.....	1	yes	.....	yes	12	.....	3	84	26	2	803	....	....	20	all
Dowagiac	26	2	....	....	.5	1	.....	.5	yes	.....	yes	.....	.....	2	2	2	2	.....	15	1	....	5-7
East Tawas	10	.....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....	3	1	.....	2	.....	....	....	4	1-2
Eaton Rapids	14	1	....	....	.5	.....	.....	.5	yes	.....	yes	.....	.....	.....	6	1	.....	1	3	2	....	1-2
Escanaba	53	.....	.....	....	1	2	1	1	yes	yes	yes	1	7	1	5	4	.....	5	8	17	....	all
Flint	75	9	1	....	1	5	1	1	yes	yes	yes	3	.....	.....	10	2	.....	12	22	17	....	all
Gladstone	18	2	....	....	.....	2	.....	.....	yes	.....	yes	.....	2	.....	3	1	.....	4	6	....	....	5-7
Gladwin	5	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....
Grand Haven	31	5	....	....	.5	3	1	.5	yes	yes	yes	.....	.....	.....	7	2	4	1	11	....	1	6-7
Grand Ledge. { Dist. 9	10	1	....	....	.....	.....	.....	1	yes	.....	yes	1	.....	1	6	.....	.....	.....	....	....	1	4-7
Grand Ledge. { Dist. 11	5	.....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....	.....	2	.....	1	.....	....	....	2	1-2
Grand Rapids	420	53	13	....	3	32	4	1	.....	yes	yes	.....	.....	.....	.....	.....	.....	105	173	89	....	all

Greenville	21	2	....	....	.5	.....	1	.5	yes	.....	.....	3	.....	2	1	2	1	3	5	2	....	5-6
Hancock	25	1	....	....	.....	.....	1	.....	.....	.....	yes	.....	4	.....	9	5	.....	.....	....	....	6	6-7
Harrison	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	.....
Hastings	23	2	1	....	.5	.....	.....	.5	yes	.....	yes	.....	.....	1	3	4	2	.....	4	1	6	2-3
Hillsdale	26	3	1	....	1	.....	.....	1	yes	.....	yes	.....	.....	.....	8	.....	3	1	5	6	....	3-5
Holland	40	5	....	....	1	3	.....	1	yes	.....	.....	.....	.....	1	20	2	.....	.....	3	4	5	all
Hudson	16	2	....	....	.....	2	.....	.....	yes	yes	yes	.....	.....	.....	5	.....	.....	.....	...	9	....	1-2
Ionia	31	2	....	.7	.6	.....	.3	.....	yes	yes	yes	2	.....	.....	8	.....	4	7	7	1	....	all
Iron Mountain	62	4	2	....	.....	.....	1	1	no	yes	yes	.....	5	.....	12	1	1	7	28	4	....	all
Ironwood	67	21	3	....	1	16	.....	1	yes	yes	yes	1	1	3	6	1	.....	4	8	22	....	all
Ishpeming	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jackson	99	2	....	....	1	.....	.....	1	.....	.....	yes	2	.....	.....	37	9	3	3	7	15	21	all
Kalamazoo	128	23	7	....	2	12	1	1	yes	.....	yes	.....	2	.....	15	10	8	6	26	38	....	all
Lansing	87	.....	....	....	1	.....	.....	1	no	yes	yes	1	.....	3	17	3	3	25	31	....	2	all
Lapeer	20	2	....	....	.5	.....	1	.5	.....	yes	yes	.....	.....	.....	9	1	.....	1	7	....	....	1-2
Ludington	47	2	1	....	.5	.....	.....	.5	yes	.....	yes	.....	.....	2	14	1	4	2	12	10	....	4-5
Mackinac Island	4	.....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	1	.....	.....	.....	.....	.....	.....	.....	3	1-3
Manistee	75	13	....	1	1	6	4	1	yes	.....	yes	2	.....	2	8	1	1	22	21	5	....	all
Manistique	29	5	....	....	.5	3	1	.5	yes	yes	yes	.....	2	.....	6	1	2	2	4	7	....	all
Marine City	17	1	....	....	.5	.....	.....	.5	yes	.....	yes	.....	.....	2	6	1	.....	.....	.....	.....	7	5-8
Marquette	54	9	2	....	1	4	1	1	no	yes	yes	1	10	.....	3	6	1	5	8	10	1	all
Marshall	26	2	....	....	1	.....	.....	1	yes	.....	yes	.....	.....	2	5	3	2	2	5	5	....	2-3
Mason	14	.....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....	.....	.....	.....	2	8	3	1	....	1-2
Menominee	60	9	2	....	.5	6	.....	.5	no	yes	yes	.....	.....	.....	.....	.....	.....	9	16	26	....	all
Midland	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monroe	22	2	....	1	.5	.....	.....	.5	.....	.....	yes	.....	.....	1	3	.....	1	4	5	5	2	6-7
Mt. Clemens	33	7	....	....	.5	5	1	.5	no	yes	yes	.....	.....	.....	5	6	.....	2	3	6	4	5-7
Mt. Pleasant	17	2	....	....	.5	.....	1	.5	yes	yes	.....	1	.....	7	2	1	1	1	....	2	....	3-4
Muskegon	126	30	16	....	1	10	2	1	.....	yes	.....	.....	.....	.....	.....	.....	.....	96	.....	.....	....	all
Negaunee	35	3	....	....	.5	1	1	.5	yes	.....	yes	1	9	.....	4	1	1	2	4	10	....	all
Niles	26	1	....	....	.5	.....	.....	.5	yes	.....	yes	1	.....	2	3	3	2	2	1	4	7	5-6
North Muskegon	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Norway	25	1	....	....	.5	.....	.....	.5	.....	.....	.....	.....	7	.....	4	2	.....	3	2	4	2	2-5
Omer	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Onaway	12	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	7	1	....	1-3
Owosso	47	2	....	....	1	.....	.....	1	yes	.....	yes	.....	1	3	13	6	1	2	8	9	2	all
Petoskey	30	2	....	....	.5	.....	1	.5	yes	.....	yes	.....	.....	2	11	.....	2	1	5	6	1	all
Pontiac	48	6	1	....	.5	4	.....	.5	yes	.....	yes	.....	.....	2	13	8	.....	.....	6	7	6	all
Port Huron	83	3	....	....	.....	.....	2	1	yes	.....	yes	2	.....	3	8	6	2	2	19	34	4	all
Saginaw. E	138	9.5	....	....	1	.....	3	1	yes	.....	yes	.....	.....	2	3	6	.....	117	....	....	....	all
Saginaw. W	81	5	.5	.5	1	.....	1	1	yes	.....	yes	1	.....	1	6	5	4	55	....	....	5	all

TABLE XX.—CONCLUDED.

Incorporated cities.	No. of teachers in schools, including superintendent and special teachers.	No. of special teachers employed.	No. of instructors in manual training.	No. of instructors in penmanship.	No. of instructors in drawing.	No. of instructors in kindergarten.	No. of instructors in commercial course.	No. of instructors in music.	Are your teachers of music and kindergarten qualified according to Act No. 166 of 1901?	If not, have they been granted city certificates?	Are all regular teachers holders of legal certificates of qualification?	No. holding certificates granted or indorsed by State board of education.	No. holding northern normal school certificates.	No. holding central normal school certificates.	No. holding state normal college certificates.	No. holding certificates granted by state university under provisions of sec. 4804 of compiled laws.	No. holding college certificates granted according to sec. 4805 of compiled laws.	No. holding city certificates of first grade.	No. holding city certificates of second grade.	No. holding city certificates of third grade.	No. holding county certificates.	Portion of superintendent's time given to supervision.
Sault Ste. Marie	60	8	2	.5	.5	3	1	1	yes	.....	no	2	2	3	22	4	5	8	5	...	1	.....
South Haven	23	1	....	....	.....	.....	.....	1	yes	.....	yes	1	.....	.....	5	2	2	2	4	6	....	5-7
St. Clair	.....	.....	....	....	.....	.....	.....	.....	.....	.....	yes	.....	.....	.....	6	.....	.....	3	3	...	...	3-7
St. Ignace	10	.....	....	....	.....	.....	.....	.....	.....	.....	yes	1	.....	.....	.....	.....	1	1	...	...	.7	1-27
St. Johns	25	.....	....	....	.....	.....	.....	.....	yes	.....	yes	.....	.....	6	6	1	2	.....	...	...	10	3-4
St. Joseph	33	6	....	....	1	4	.....	1	no	yes	yes	1	.....	3	6	1	2	2	4	8	...	7-8
St. Louis	17	3	....	....	.5	1	1	.5	yes	.....	yes	1	.....	3	.....	2	1	.....	3	3	1	3-4
Standish	8	2	....	....	.5	.5	.....	.....	yes	.....	yes	.....	.....	.....	1	.....	.....	.....	...	...	6	1-4
Stanton	8	1	....	....	.....	1	.....	.....	yes	.....	yes	.....	.....	2	3	.....	.....	1	...	...	1	2-5
Sturgis	15	2	....	....	.5	1	.....	.5	yes	.....	yes	2	.....	.....	1	1	.....	.....	...	...	9	3-7
Tawas City	10	1	....	....	.....	.....	.....	1	yes	.....	yes	1	.....	.....	1	1	.....	.....	...	...	6	1-6
Three Rivers	27	5	....	....	.5	3	1	.5	yes	yes	yes	.....	.....	.....	6	2	1	3	5	5	....	7-8
Traverse City	59	8	....	.5	.5	5	1	1	yes	.....	yes	1	.....	9	17	2	2	1	9	10	....	all
West Bay City	64	2	....	....	.....	.....	1	1	yes	.....	yes	1	.....	2	1	3	.....	3	19	33	....	all
Wyandotte	30	4	....	....	.5	3	.....	.5	yes	.....	yes	1	.....	.....	15	1	2	3	4	....	....	all
Ypsilanti	34	3	1	....	1	.....	.....	1	yes	.....	yes	.....	.....	.....	25	3	.....	.....	....	....	3	6-7

TABLE XXI.

Receipts and disbursements at teachers' institutes for the calendar year 1904.

Counties.	Location.	Date.	Receipts.		Disbursements.			
			County fund.	State fund.	Total for services.	Expenses of instructors.	Other expenses.	Totals.
Totals			$10,229 34	$3,302 71	$10,332 00	$2,029 72	$1,170 33	$13,532 05
Alcona	Harrisville	Mar. 28-April 1..	$30 00	$100 00	$76 36	$46 14	$7 50	$130 00
Allegan	Allegan	July 11-Aug. 10..	446 73	26 39	419 26	26 61	27 25	473 12
Alpena	Alpena	Aug. 22-26	31 00	89 38	80 00	35 38	5 00	120 38
Antrim	Bellaire	Aug. 1-5	74 54	32 00	85 00	17 79	3 75	106 54
Arenac	Standish	Feb. 4-6	17 00		17 00			17 00
	Standish	Aug. 29-Sept. 2..	19 00	100 00	89 17	20 83	9 00	119 00
Baraga	L'Anse	Sept. 28-30	30 00	93 58	81 00	40 08	2 50	123 58
Barry	Hastings	Feb. 13-14	78 91		47 00	12 16	19 75	78 91
Bay	Bay City	Aug. 29-Sept. 2..	170 03		120 00	32 74	17 29	170 03
Benzie	Frankfort	Mar. 7-9	43 00	58 11	68 00	18 86	14 25	101 11
Berrien	Benton Harbor	Nov. 4-5	190 00		149 00	37 30	3 70	190 00
Branch	Coldwater	Jan. 29-30	28 42		17 00	3 12	8 30	28 42
	Coldwater	July 25-Aug. 10..	236 66		206 00	11 47	19 19	236 66
Calhoun	Circuit Institute	Feb. 27-Mar. 26..	46 45		35 00	11 45		46 45
	Marshall	Aug. 1-10	141 05		112 00	5 20	23 85	141 05
Cass	Marshall	Dec. 2-3	166 32		107 00	32 57	26 75	166 32
	Cassopolis	Aug. 1-10	137 50	16 58	128 00	13 73	12 35	154 08
Charlevoix	Cassopolis	Nov. 19	33 10		26 00	4 10	3 00	33 10
	East Jordan	Aug. 1-10	83 50	100 00	144 00	26 10	13 40	183 50
Cheboygan	Cheboygan	July 18-Aug. 10..	85 50	84 75	162 00		8 25	170 25
Chippewa	Sault Ste. Marie	Mar. 7-9	69 50	77 89	78 00	62 89	6 50	147 39
Clare	Farwell	Feb. 27	4 80		2 00	2 80		4 80
	Harrison	Oct. 27-29	46 40	61 74	76 00	20 18	11 96	108 14
Clinton	St. Johns	Aug. 1-10	211 17		186 00	17 17	8 00	211 17
Dickinson	Iron Mountain	Nov. 11-12	60 00	75 00	112 00	22 50	50	135 00
Eaton	Eaton Rapids	Jan. 14-15	87 67		66 00	12 92	8 75	87 67
Eaton	Charlotte	July 25-Aug. 10..	240 01	100 00	303 04	19 87	17 10	340 01
Emmet	Petoskey	Mar. 22	51 06		29 00	13 44	8 62	51 06
	Petoskey	Oct. 4-8	113 44	40 26	85 00	30 42	38 28	153 70
Genesee	Flint	July 11-Aug. 3..	363 65	15 90	330 00	10 41	39 14	379 55
Gladwin	Gladwin	Aug. 15-19	23 00	85 76	85 00	21 26	2 50	108 76

TABLE XXI.—Concluded.

Counties.	Location.	Date.	Receipts.		Disbursements.			
			County fund.	State fund.	Total for services.	Expenses of instructors.	Other expenses.	Totals
Grand Traverse	Traverse City	Aug. 1-10	$83 00	$95 94	$136 00	$28 94	$14 00	$178 94
Gratiot	Ithaca	May 20	30 36	.....	17 00	7 46	5 90	30 36
	Ithaca	Aug. 15-19	121 00	25 00	120 00	16 00	10 00	146 00
Hillsdale	Hillsdale	Aug. 8-10	129 34	.....	103 00	16 24	10 10	129 34
Houghton	Hancock	Oct. 14-15	220 58	.....	143 00	64 73	12 85	220 58
Huron	Bad Axe	Oct. 27-29	114 05	.....	76 00	22 60	15 45	114 05
Ionia	Lake Odessa	Feb. 19-20	45 72	.....	30 00	12 02	3 70	45 72
	Ionia	Nov. 3-5	101 29	.....	76 00	10 29	15 00	101 29
Iosco	Tawas City	Aug. 1-8	47 00	100 00	119 00	28 00	.....	147 00
Iron	Crystal Falls	Nov. 10-11	49 50	58 31	86 00	11 56	10 25	107 81
Isabella	Mt. Pleasant	Feb. 26-27	13 99	.....	2 00	6 74	5 25	13 99
	Mt. Pleasant	July 25-Aug. 6	158 50	.....	154 00	4 50	.....	158 50
Jackson	Cement City	Jan. 29-30	25 60	.....	11 00	5 90	8 70	25 60
	Jackson	May 21	37 35	.....	24 00	5 09	8 26	37 35
Kalamazoo	Kalamazoo	Aug. 1-5	105 00	.....	105 00	.....	.....	105 00
Kalkaska	Kalkaska	Sept. 5-9	49 50	90 97	105 00	27 82	7 65	140 47
Kent	Grand Rapids	Mar. 18	30 00	.....	30 00	.....	.....	30 00
	Grand Rapids	Aug. 15-26	291 43	.....	245 00	30 18	16 25	291 43
	Grand Rapids	Nov. 9	60 00	.....	55 00	5 00	.....	60 00
Lake	Luther	Aug. 1-5	37 00	94 37	100 00	27 70	3 67	131 37
Lapeer	Lapeer	April 15-16	116 20	.....	92 00	6 35	17 85	116 20
Leelanau	Sutton's Bay	Oct. 3-7	41 00	95 71	85 00	36 59	15 12	136 71
Lenawee	Adrian	Mar. 25-26	51 14	.....	33 00	4 84	13 30	51 14
	Adrian	Aug. 29-Sept. 2	121 63	.....	95 00	12 03	14 60	121 63
Livingston	Howell	Aug. 1-10	177 00	53 74	194 00	24 29	12 45	230 74
Mackinac	St. Ignace	May 2-6	63 00	66 50	93 60	35 90	.....	129 50
Macomb	Romeo	May 6-7	143 55	.....	132 00	.....	11 55	143 55
Manistee	Manistee	Dec. 8-10	103 36	38 79	81 00	39 36	21 79	142 15
Mason	Ludington	Aug. 15-19	99 07	32 00	90 00	32 82	8 25	131 07
Mecosta	Big Rapids	July 4-Aug. 12	198 35	31 65	230 00	.....	.....	230 00
Menominee	Menominee	July 25-Aug. 10	116 00	100 00	199 91	16 09	.....	216 00
Midland	Midland	Aug. 25-27	61 00	58 36	68 00	19 61	31 75	119 36
Missaukee	Lake City	Nov. 4-5	37 56	.....	27 00	8 96	1 60	37 56
Monroe	Monroe	April 1-2	80 68	.....	47 00	23 43	10 25	80 68
	Monroe	Aug. 22-26	101 29	57 50	115 00	28 14	15 65	158 79

Montcalm	Greenville	Aug. 22-26	158 68		125 00	28 68	5 00	158 68
Montmorency	Atlanta	Feb. 8-12	37 00	98 10	85 00	50 10		135 10
Muskegon	Atlanta	Nov. 28-Dec. 2	22 00	100 00	77 66	44 34		122 00
Newaygo	Muskegon	Aug. 1-10	221 69		186 00	29 22	6 47	221 69
	Fremont	Aug. 1-10	70 00	100 00	139 00	19 23	11 77	170 00
	White Cloud	Dec. 3	20 00		16 00	4 00		20 00
Oakland	Pontiac	Aug. 1-5	146 58		125 00	12 14	9 44	146 58
	Pontiac	Nov. 25-26	97 44		79 00	6 26	12 18	97 44
Oceana	Shelby	Feb. 19-20	26 81	40 28	49 00	18 09		67 09
	Pentwater	July 18-22	91 19	69 00	115 00	32 97	12 22	160 19
Ogemaw	Hart	Dec. 16-17	73 00	8 06	47 00	32 56	1 50	81 06
	West Branch	Aug. 29-Sept. 2	51 50	65 87	85 00	24 87	7 50	117 37
Ontonagon	Rock'and	May 5-7	51 00	58 45	86 00	20 20	3 25	109 45
Osceola	Reed City	Aug. 1-5	117 29		100 00	6 89	10 40	117 29
Saginaw	Merrill	Jan. 8-9	53 26		25 00	9 34	18 92	53 26
	Saginaw	April 8-10	158 88		73 00	26 13	59 75	158 88
Oscoda	Chesaning	Oct. 27-28	132 62		59 00	14 82	58 80	132 62
	Mio	Mar. 28-April 1	16 00	99 32	80 00	35 52		115 32
Otsego	Gaylord	April 29-30	22 50	14 28	22 00	14 78		36 78
	Gaylord	Sept. 26-30	7 00	99 66	80 00	26 66		106 66
Ottawa	Coopersville	Feb. 25-27	101 76		68 00	15 31	18 45	101 76
	Holland	Mar. 3-5	99 70		71 00	18 65	10 05	99 70
Presque Isle	Rogers	Oct. 10-14	35 50	97 30	90 00	36 30	6 50	132 80
Roscommon	Roscommon	Sept. 5-9	25 00	61 02	80 00	3 52	2 50	86 02
St. Clair	Port Huron	Mar. 12	10 00		10 00			10 00
	Port Huron	Aug. 1-10	192 91	28 21	174 00	35 07	11 45	221 12
St. Joseph	Centreville	Feb. 26-27	84 95		47 00	18 00	19 95	84 95
	Centreville	Aug. 22-26	116 53		85 00	17 03	14 50	116 53
Sanilac	Sanilac Center	Feb. 15-20	83 98		60 00	15 23	8 75	83 98
	Sanilac Center	Dec. 1-3	92 75		68 00	16 75	8 00	92 75
Shiawassee	Corunna	July 25-Aug. 10	197 54	81 36	251 00	7 75	20 15	278 90
Tuscola	Caro	Aug. 22-26	168 33		120 00	29 71	18 62	168 33
Van Buren	Hartford	Nov. 3-5	184 59		141 00	17 86	25 73	184 59
Washtenaw	Ann Arbor	July 18-Aug. 5	295 48	32 30	300 00	10 55	17 23	327 78
Wayne	Detroit	Feb. 27	85 20		36 00	24 10	25 10	85 20
	Detroit	April 4	25 00		25 00			25 00
	Detroit	June 20	18 64		5 00	13 40	24	18 64
	Wayne	Oct. 15	96 09		62 00	3 40	30 69	96 09
Wexford	Sherman	Aug. 1-5	110 00	30 00	95 00	26 90	18 10	140 00
	Circuit Institute	Nov. 14-20	10 50	63 32	50 00	14 32	9 50	73 82

TABLE XXII.

Local committees, conductors, and instructors at

Counties.	Term.	Local committees.
Alcona	5 days	W. H Sanborn
Allegan	24 days	I. G. Thorpe
Alpena	5 days	J. A. Case
Antrim	5 days	H. M. Coldren
Arenac	3 days	M. E. Osborne
	5 days	M. E. Osborne
Baraga	3 days	M. J. McKanna
Barry	2 days	J. C. Ketcham
Bay	5 days	J. B. Laing
Benzie	3 days	W. E. Daines
Berrien	2 days	C. D. Jennings
Branch	2 days	James Swain
	13 days	James Swain
Calhoun	Circuit	Ernest Burnham
	1 day	F. D. Miller
	2 days	F. D. Miller
Cass	8 days	W. H. C. Hale
	1 day	W. H. C. Hale
Charlevoix	8 days	J. M. Tice
Cheboygan	18 days	E. W. Baker
Chippewa	3 days	T. R. Easterday
Clare	1 day	E. G. Welch
	3 days	E. G. Welch
Clinton	8 days	Theo. Townsend
Dickinson	2 days	E. L. Parmenter
Eaton	2 days	J. L. Wagner
	13 days	J. L. Wagner
Emmet	1 day	R. M. Winston
	5 days	R. M. Winston
Genesee	18 days	F. J. Johnson
Gladwin	5 days	F. E. Armstrong
Grand Traverse	8 days	G. L. Crispe
Gratiot	1 day	C. F. Pike
	5 days	C. F. Pike
Hillsdale	3 days	C. P. Hulce
Houghton	2 days	P. O. Decker, William Bath
Huron	3 days	David Kaercher
Ionia	2 days	M. F. Scott
	3 days	M. F. Scott
Iosco	6 days	J. A. Campbell
Iron	2 days	J. F. Mason
Isabella	2 days	H. A. Graham
	11 days	H. A. Graham
Jackson	2 days	T. M. Sattler
	1 day	T. M. Sattler
Kalamazoo	5 days	J. W. Hazard
Kalkaska	5 days	Irene L. Getty
Kent	1 day	W. H. Elson
	10 days	A. R. Zimmer
	1 day	W. H. Elson
Lake	5 days	E. G. Johnson
Lapeer	2 days	W. F. Laughlin
Leelanau	5 days	J. O. Duncan
Lenawee	2 days	M. W. Hensel
	5 days	M. W. Hensel
Livingston	8 days	N. C. Knooihuizen
Mackinac	5 days	D. H. Stringham
Macomb	2 days	O. D. Thompson
Manistee	3 days	H. J. Leighton
Mason	5 days	C. A. Rinehart
Mecosta	30 days	Edward Keeler

TABLE XXII.

teachers' institutes for the calendar year 1904.

Conductors.	Instructors.	Instructors.	Instructors.
H. R. Pattengill	H. R. Pattengill	Irene L. Getty.	
W. L. Shuart	W. L. Shuart	C. O. Hoyt, Lois B. Wilson	R. J. Josenhans, C. H. Smith.
R. D. Bailey	R. D. Bailey	Irene L. Getty.	
I. B. Gilbert	I. B. Gilbert	Helen R. Gardner.	
M. E. Osborne	J. C. Stone.		
R. D. Bailey	R. D. Bailey	Fannie I. Allen	M. E. Osborne.
A. H. Smith	A. H. Smith	Irene L. Getty.	
C. O. Hoyt	C. O. Hoyt	Abigail Lynch.	
C. L. Bemis	C. L. Bemis	W. D. Henderson	Helen R. Gardner.
G. W. Loomis	G. W. Loomis	Lucy A. Sloan.	
J. D. Schiller	Minnie Termaat	Fannie I. Allen	F. E. Hopkins.
W. J. McKone	W. J. McKone.		
H. C. Daley	H. C. Daley	Mrs. S. L. Greeley	F. E. Knapp.
W. J. McKone	W. J. McKone	Florence Hughson.	
J. C. Ketcham	J. C. Ketcham	Eva Warriner.	
C. O. Hoyt	C. O. Hoyt	D. B. Waldo	Martha A. Sherwood, J. L. Hughes.
G. J. Edgcumbe	G. J. Edgcumbe	Mary MacArthur.	
D. B. Waldo	D. B. Waldo	Martha A. Sherwood.	
J. W. Simmons	J. W. Simmons	Clarabel Milliman	J. M. Tice.
W. C. Thompson	W. C. Thompson	W. L. Barr.	
C. O. Hoyt	C. O. Hoyt	C. S. Larzelere.	
E. G. Welch	C. S. Larzelere.		
C. O. Hoyt	C. O. Hoyt	Irene L. Getty.	
W. T. Bishop	W. T. Bishop	N. B. Sloan	S. B. Laird.
	Edna Florida	Bessie A. Puffrey	Helen B. Wheelock, W. A. Norton.
E. L. Parmenter	G. E. Vincent.		
H. R. Pattengill	H. R. Pattengill	Fannie I. Allen.	
C. G. Wade	C. G. Wade	Webster Cook	Mrs. J. L. Wagner, Alice Marsh.
R. M. Winston	W. N. Hailman.		
H. R. Pattengill	H. R. Pattengill	Fannie I. Allen	Alice P. Kimball.
W. J. McKone	W. J. McKone	R. H. Kirtland	F. J. Johnson.
F. J. Tooze	F. J. Tooze	Mrs. Mae Bennett.	
J. H. Harris	J. H. Harris	Lucy Bettes.	
H. W. Daniels	P. H. Kelley.		
J. W. Simmons	J. W. Simmons	Irene L. Getty	H. A. Graham.
C. O. Hoyt	C. O. Hoyt	Lois B. Wilson	Mary L. Hinsdale.
J. H. Kaye	J. H. Kaye	J. H. Harris	Flora L. Mowbray, H. E. Krats.
C. E. Holmes	C. E. Holmes	Lucy A. Sloan.	
M. F. Scott	C. O. Hoyt.		
W. J. McKone	W. J. McKone	C. L. Bemis.	
E. P. Clarke	E. P. Clarke	Mattie E. Kern	J. A. Campbell.
J. H. Kaye	J. H. Kaye	E. E. Scribner.	
Gertrude Dobson	Theo. Townsend.		
M. V. Sage	M. V. Sage	Edith Purdy	H. A. Graham.
T. M. Sattler	D. E. McClure.		
T. M. Sattler	C. O. Hoyt	Harriet Marsh.	
D. B. Waldo	D. B. Waldo	S. O. Hartwell	W. E. Conkling.
F. L. Keeler	F. L. Keeler	Louise Kilbourn	J. E. Mitchell.
W. H. Elson	W. N. Hailman.		
G. W. Loomis	G. W. Loomis	I. B. Gilbert	Florence Marsh, Mrs. Bessie George Webb.
W. H. Elson	G. W. James.		
E. A. Carpenter	E. A. Carpenter	Mrs. Mae Bennett	E. G. Johnson.
S. B. Laird	S. B. Laird	Jessie L. Newlin.	
A. B. Lightfoot	A. B. Lightfoot	Irene L. Getty.	
M. W. Hensel	W. N. Hailman.		
H. R. Pattengill	H. R. Pattengill	Harriet Peckham.	
C. L. Bemis	C. L. Bemis	Jean Dawson	W. N. Isbell, N. C. Knooihuizen.
F. L. Keeler	F. L. Keeler	Irene L. Getty.	
O. D. Thompson	S. H. Clark.		
W. H. Cheever	W. H. Cheever	G. W. Loomis.	
W. D. Henderson	W. D. Henderson	Julia Martin.	
W. N. Ferris	W. N. Ferris.		

TABLE XXII.—CONCLUDED.

Counties.	Term.	Local committees.
Menominee	13 days	Jesse Hubbard
Midland	3 days	J. H. Mustard
Missaukee	2 days	E. S. Hall
Monroe	2 days	A. C. Marvin
	5 days	A. C. Marvin
Montcalm	5 days	E. D. Straight
Montmorency	5 days	S. H. Knisely
	5 days	S. H. Knisely
Muskegon	8 days	J. O. Reed
Newaygo	8 days	Isabelle M. Becker
	1 day	Isabelle M. Becker
Oakland	5 days	H. S. Elliott
	2 days	H. S. Elliott
Oceana	2 days	Eddy Fleming
	5 days	Eddy Fleming
	2 days	Eddy Fleming
Ogemaw	5 days	Ben Bennett
Ontonagon	3 days	Ella Chamberlain
Osceola	5 days	G. F. Roxburgh
Oscoda	5 days	S. J. Lewis
Otsego	2 days	R. D. Bailey
	5 days	R. D. Bailey
Ottawa	3 days	C. E. Kelley
	3 days	C. E. Kelley
Presque Isle	5 days	Ed Erskine
Roscommon	5 days	E. G. Payne
Saginaw	2 days	J. C. Nafe
	3 days	J. C. Nafe
	2 days	J. C. Nafe
St. Clair	1 day	E. T. Blackney
	8 days	E. T. Blackney
St. Joseph	2 days	L. E. Miller
	5 days	L. E. Miller
Sanilac	5 days	C. G. Putney
	3 days	C. G. Putney
Shiawassee	13 days	H. E. Slocum
Tuscola	5 days	H. P. Bush
Van Buren	3 days	E. A. Asciline
Washtenaw	15 days	C. E. Foster
Wayne	1 day	E. W. Yost
	1 day	W. C. Martindale
	1 day	W. C. Martindale
	1 day	E. W. Yost
Wexford	5 days	W. H. Faunce
	6 days	W. H. Faunce

TABLE XXII.—Concluded.

Conductors.	Instructors.	Instructors.	Instructors.
E. L. Parmenter	Jesse Hubbard	E. L. Parmenter	B. S. Hopkins.
A. B. Lightfoot	A. B. Lightfoot	N. B. Sloan.	
C. T. Grawn	C. T. Grawn.		
W. N. Ferris	W. N. Ferris	Abigail Roe.	
C. S. Larselere	J. C. Ketcham	Eva Warriner	C. S. Larselere.
C. O. Hoyt	C. O. Hoyt	A. N. Cody	Belle Waldo.
F. L. Keeler	F. L. Keeler	Minnie Termaat.	
C. S. Larselere	C. S. Larselere	Floy Hungerford.	
C. H. Gurney	C. H. Gurney	Katheron Shupe	Roy Way.
C. E. Holmes	C. E. Holmes	H. C. Lott	Isabelle M. Becker.
Isabelle M. Becker	Grace B. Norton.		
F. J. Toose	F. J. Toose	W. A. Morse	Minnie Termaat.
C. O. Hoyt	C. O. Hoyt	J. C. Stone	Sarah L. Greeley.
S. B. Laird	S. B. Laird	J. C. Ketcham.	
J. D. Schiller	J. D. Schiller	R. L. Nye	H. A. Lewis.
C. T. Grawn	C. T. Grawn	F. L. Keeler.	
G. W Loomis	G. W. Loomis	Lois B. Wilson.	
E. R. Downing	E. R. Downing	Flora L. Mowbray.	
G. A. McGee	G. A. McGee	Nettie B. Brown	Geo. F. Roxburgh.
S. J. Lewis	S. J. Lewis	Minnie Termaat.	
R. D. Bailey	Fannie I. Allen.		
A. B. Lightfoot	A. B. Lightfoot	M. E. Osborne.	
S. B. Laird	S. B. Laird	A. H. Smith.	
F. A. Barbour	F. A. Barbour	L. B. Alger.	
H. R. Pattengill	H. R. Pattengill	Nancie McArthur.	
R. D. Bailey	R. D. Bailey	Ward Tower.	
J. C. Nafe	F. L. Keeler	W. H. French.	
J. C. Nafe	L. B. Alger	C. O. Hoyt	P. H. Kelley.
J. C. Nafe	C. T. Grawn	W. D. Henderson.	
E. T. Blackney	W. D. Sterling.		
J. K. Osgerby	J. K. Osgerby	Irene L. Getty	M. A. Cobb.
W. J. McKone	W. J. McKone	Fannie I. Allen.	
C. H. Gurney	C. H. Gurney	Mary M. Steagall.	
H. R. Pattengill	H. R. Pattengill.		
S. B. Laird	S. B. Laird	Harriet M. Plunkett.	
A. N. Cody	A. N. Cody	A. F. Benson	Harriet Marsh, H. E. Slocum.
F. L. Keeler	F. L. Keeler	R. D. Calkins	R. I. White.
D. B. Waldo	D. B. Waldo	G. E. Vincent, T. J. Riley	Ernest Burnham, Martha E. Sherwood.
A. H. Smith	A. H. Smith	Evan Emery	Kate M. B. Wilson, C. E. Foster.
G. W. Gordon	J. H. Kaye	H. R. Pattengill.	
W. C. Martindale	W. F. Gordy.		
W. C. Martindale	Eva B. Whitmore.		
E. F. Gee	C. O. Hoyt	W. H. Thomas	Abigail Lynch.
H. R. Pattengill	H. R. Pattengill	Alice P. Kimball.	
Ernest Burnham	Ernest Burnham	C. T. Grawn.	

TABLE XXIII.

Enrollment at teachers' institutes for the calendar year 1904.

Counties.	Number of teachers required to supply schools.	Number enrolled.			Kinds and grades of certificates held by members.										Number without experience in teaching.	Number having received normal instruction.	Average attendance each half day.	Number of legally qualified teachers in county.	Percentage of teachers in county attending institutes.
		Men.	Women.	Total.	State.	University.	Normal.	First.	Second.	Third.	Special.	College.	City.	County normal.					
Totals	14,708	1,991	8,889	10,880	184	62	663	210	3,128	2,942	120	78	351	9	2,089	903	6,947	15,715	50
*Alcona	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37	.....
†Ager	49	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	.....
Allegan	260	15	119	134	1	.....	.....	1	16	60	3	.....	.....	.....	54	2	105	312	23
Alpena	99	.....	60	60	.....	.....	.....	.....	23	18	.....	.....	1	.....	19	3	44	96	44
Antrim	116	10	23	33	.....	.....	.....	1	6	15	.....	.....	.....	.....	11	7	26	115	19
Arenac	60	30	75	105	2	.....	.....	4	32	18	.....	1	.....	.....	40	3	75	65	87
		1	19	20	.....	.....	1	1	10	3	.....	.....	.....	4	5	3	16		29
Baraga	31	8	22	30	3	1	.....	.....	9	12	3	.....	.....	.....	1	8	28	34	82
Barry	184	65	157	222	2	1	10	2	67	57	10	1	3	.....	69	22	200	171	89
Bay	279	16	145	161	3	.....	3	1	42	31	.....	4	54	.....	44	22	108	252	54
Benzie	84	19	85	104	1	.....	11	.....	28	15	8	.....	.....	.....	40	15	101	93	68
Berrien	304	53	159	212	15	4	42	6	57	38	4	3	41	.....	.....	24	189	300	70
Branch	186	47	122	169	2	2	19	.....	53	44	8	2	8	.....	31	35	165	210	61
		23	80	103	.....	.....	.....	2	25	40	4	.....	.....	.....	32	12	80		34
Calhoun	333	19	36	55	5	1	2	.....	14	24	.....	1	.....	.....	1	7	18	420	11
		25	89	114	1	.....	.....	1	30	39	.....	2	.....	.....	44	14	64		17
		44	214	258	5	6	33	12	99	53	2	8	14	.....	11	70	225		55
Cass	157	13	97	110	.....	.....	.....	.....	37	42	2	.....	.....	.....	29	11	69	192	42
		12	56	68	3	2	4	.....	32	17	.....	.....	.....	.....	6	11	67		30
Charlevoix	119	11	54	65	.....	.....	.....	2	24	28	.....	.....	.....	.....	16	6	48	99	55
Cheboygan	108	1	40	41	.....	.....	.....	.....	5	15	1	.....	.....	.....	20	1	36	107	10
Chippewa	137	18	113	131	.....	.....	38	7	31	31	2	.....	.....	.....	13	58	110	136	80
Clare	80	15	38	53	2	.....	1	.....	15	12	.....	.....	.....	.....	22	9	50	56	53
		24	51	75	1	.....	5	1	22	27	5	1	.....	.....	11	22	60		110

Clinton	172	13	75	88	.....	.....	2	.....	28	31	4	.....	.....	3	19	17	65	200	34
†Crawford	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34	.....
†Delta	149	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	137	.....
Dickinson	115	17	99	116	27	1	16	6	27	5	1	1	4	.....	18	71	110	117	75
Eaton	225	22	118	140	2	1	22	.....	36	48	.....	3	6	.....	27	29	124	232	51
		14	113	127	.....	.....	1	.....	27	55	2	1	.....	.....	42	19	75		37
Emmet	120	20	80	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	137	60
		12	90	102	.....	2	11	3	33	25	2	2	3	.....	9	27	95		
Genesee	275	14	94	108	1	.....	1	4	29	43	.....	.....	.....	.....	42	6	63	294	27
Gladwin	53	3	43	46	.....	.....	.....	.....	11	14	1	.....	.....	.....	19	.....	39	52	50
†Gogebic	117	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	113	.....
Grand Traverse	132	9	68	77	.....	.....	6	3	26	22	.....	.....	.....	.....	16	4	38	141	40
Gratiot	191	30	109	139	7	.....	18	2	31	31	5	2	2	.....	21	42	.....	204	48
		23	56	79	1	.....	3	.....	24	28	1	.....	.....	.....	28	20	59		28
Hillsdale	230	27	107	134	1	.....	2	2	68	61	1	2	2	.....	23	26	110	290	48
*Houghton	400	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	350	.....
Huron	164	40	112	152	1	.....	26	2	58	47	.....	1	.....	.....	17	.....	152	158	85
†Ingham	259	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	273	.....
Ionia	232	12	32	44	.....	.....	5	.....	20	8	.....	.....	.....	.....	5	7	35	302	11
		17	102	119	.....	.....	.....	1	31	24	.....	.....	.....	.....	28	20	74		19
Iosco	61	1	39	40	1	.....	1	.....	12	14	.....	.....	.....	.....	8	4	23	59	47
Iron	66	7	54	61	.....	2	23	1	18	11	2	.....	.....	.....	.....	37	57	65	87
Isabella	129	31	85	116	2	4	29	1	21	29	3	5	4	.....	78	43	102	156	63
		20	80	100	.....	.....	26	1	29	28	.....	.....	.....	.....	25	56	57		54
Jackson	283	6	20	26	2	.....	2	1	12	6	.....	.....	.....	.....	3	7	26	237	10
		41	85	126	1	1	5	3	52	44	6	1	3	.....	10	7	126		43
*Kalamazoo	285	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	320	.....
Kalkaska	61	13	54	67	.....	.....	10	3	20	12	.....	1	.....	.....	21	14	55	73	63
Kent	678	69	279	348	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	699	.....
		29	166	195	3	.....	.....	4	91	55	1	.....	2	.....	44	14	93		22
		82	329	411	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....
†Keweenaw	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	19	.....
Lake	57	1	17	18	1	.....	.....	1	6	6	.....	.....	.....	.....	5	2	16	53	55
Lapeer	186	21	122	143	1	.....	18	3	49	21	2	1	19	.....	28	60	136	207	26
Leelanau	71	16	51	67	.....	.....	3	2	26	26	.....	.....	.....	.....	16	20	53	78	67
Lenawee	311	28	86	114	3	2	8	5	35	38	.....	2	15	.....	6	14	114	349	31
		36	154	190	2	1	6	3	64	88	3	4	8	.....	47	22	131		51
Livingston	168	24	110	134	.....	.....	2	.....	31	68	.....	.....	.....	.....	41	21	77	297	34
†Luce	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	33	.....
Mackinac	66	3	45	48	.....	.....	3	.....	11	17	.....	.....	.....	.....	17	5	91	56	55
Macomb	180	34	152	186	3	.....	8	3	31	27	1	.....	.....	.....	31	15	68	197	37
Manistee	162	18	162	180	15	.....	.....	8	39	33	6	.....	16	.....	65	27	160	172	68
Marquette	254	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	234	.....

*No report received.
†No institute held.

TABLE XXIII.—Concluded.

Counties.	Number of teachers required to supply schools.	Number enrolled.			Kinds and grades of certificates held by members.										Number without experience in teaching.	Number having received normal instruction.	Average attendance each half day.	Number of legally qualified teachers in county.	Percentage of teachers in county attending institutes.
		Men.	Women.	Total.	State.	University.	Normal.	First.	Second.	Third.	Special.	College.	City.	County normal.					
Mason	125	14	56	70	1	.....	2	1	17	32	.....	2	.....	.....	15	10	53	155	36
Mecosta	141	9	55	64	.....	.....	.....	1	18	33	.....	.....	.....	.....	18	1	56	138	38
Menominee	162	12	92	104	.....	.....	3	.....	24	37	1	.....	.....	.....	39	10	87	169	38
Midland	103	9	69	78	4	.....	6	1	12	46	1	.....	.....	.....	11	17	63	104	67
Missaukee	75	13	53	66	.....	.....	8	1	21	18	.....	.....	.....	.....	16	15	61	86	56
Monroe	180	32	92	124	.....	.....	1	2	68	36	1	.....	.....	.....	16	18	78	214	50
		31	123	154	.....	.....	1	.....	87	48	.....	.....	8	.....	21	26	96		67
Montcalm	209	16	100	116	1	2	2	2	24	68	1	.....	.....	.....	30	28	72	228	43
Montmorency	32	14	31	45	.....	.....	3	1	4	12	.....	.....	.....	.....	.....	.....	34	.....	.....
		8	44	52	1	.....	2	.....	10	15	2	.....	.....	.....	10	2	45	.....	.....
Muskegon	241	11	79	90	2	.....	.....	5	27	32	2	.....	3	.....	18	10	53	260	27
Newaygo	145	5	60	65	.....	.....	3	.....	26	28	1	.....	.....	.....	9	18	47	127	45
		11	46	57	5	.....	1	1	22	24	1	.....	.....	.....	2	14	57		42
Oakland	317	2	110	112	1	.....	1	1	48	39	2	.....	.....	2	20	42	85	369	26
		16	155	171	2	.....	7	2	72	63	.....	.....	2	.....	19	29	125		40
Oceana	116	21	58	79	.....	.....	3	1	23	24	.....	.....	.....	.....	24	7	75	175	34
		6	47	53	1	.....	1	1	20	24	.....	.....	.....	.....	9	4	46		32
		28	80	108	.....	.....	11	2	29	35	3	.....	.....	.....	29	22	96		46
Ogemaw	56	4	49	53	.....	.....	2	2	23	15	.....	.....	.....	.....	13	2	45	49	85
Ontonagon	70	6	37	43	8	3	.....	2	16	9	.....	1	.....	.....	1	28	34	70	55
Osceola	131	8	54	62	1	.....	6	.....	18	20	.....	.....	.....	.....	23	10	41	150	30
Oscoda	21	6	18	24	.....	.....	.....	.....	6	7	1	.....	.....	.....	8	1	19	18	78
Otsego	54	5	39	44	.....	.....	9	.....	15	15	.....	2	.....	.....	3	14	40	43	95
		6	47	53	.....	.....	15	1	17	13	.....	2	.....	.....	5	21	47		107
Ottawa	231	16	116	132	1	1	5	5	51	39	.....	1	5	.....	25	55	103	328	32
		26	104	130	4	.....	18	5	43	32	3	2	6	.....	13	36	117		34
Presque Isle	53	11	33	44	.....	.....	.....	2	11	12	.....	1	.....	.....	18	10	43	40	65
Roscommon	21	5	19	24	.....	.....	1	.....	3	4	.....	.....	.....	.....	16	1	17	16	50
Saginaw	425	10	26	36	.....	.....	.....	1	18	11	1	.....	.....	.....	6	5	36	508	6
		56	322	378	11	3	3	28	61	28	1	2	103	.....	178	35	.....		47
		21	93	114	5	3	5	3	42	20	.....	2	.....	.....	21	22	.....		15
St. Clair	288	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	296	.....
		16	203	219	4	2	2	2	59	80	.....	1	1	.....	65	48	147		51

St. Joseph	200	30	102	132	1	2	2	4	40	43	3	.....	3	.....	33	35	96	233	42
		16	48	64	1	.....	.....	2	17	27	2	.....	1	.....	20	13	35		21
Sanilac	191	19	44	63	1	1	7	1	30	23	.....	.....	.....	.....	.....	23	.....	208	30
		47	111	158	2	.....	13	6	60	52	.....	1	.....	.....	24	36	135		64
†Schoolcraft	57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	.....
Shiawassee	217	18	108	126	3	1	4	.....	45	49	.....	.....	4	.....	24	30	70	255	41
Tuscola	205	22	93	115	.....	.....	1	4	45	49	.....	.....	.....	.....	16	8	81	220	45
Van Buren	232	38	143	181	2	3	13	4	74	54	1	10	10	.....	4	40	154	235	72
Washtenaw	317	7	93	100	.....	.....	.....	.....	30	45	.....	.....	.....	.....	16	18	54	327	23
		66	177	243	.....	5	65	8	77	29	.....	1	.....	.....	.....	70	.....		13
Wayne	1,402	*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,411	....
		*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....
		36	127	163	.....	3	30	4	72	24	.....	1	.....	.....	.....	.....	.....		10
Wexford	133	7	38	45	.....	2	5	1	11	18	.....	.....	.....	.....	11	7	36	163	22
		9	53	62	2	.....	6	.....	19	11	.....	.....	.....	.....	22	15	60		23

*No report received
†No institute held.

TABLE XXIV.

County boards of school examiners for 1903–4.

County.	Name.	Address.	Occupation.
Alcona	W. H. Sanborn	Harrisville	Teacher
	Geo. R. Stuart	Lincoln	Teacher
Alger	Melvin E. Shippey	Munising	Teacher
	Vernie O'Neil	Munising	Teacher
Allegan	Ira G. Thorpe	Allegan	Teacher
	Volney Stuck	Hopkins' Station	Teacher
	R. M. Sprague	Douglas	Teacher
Alpena	James A. Case	Alpena	Farmer
	E. H. Fox	Long Rapids	Teacher
	E. L. Little	Alpena	Clergyman
Antrim	H. M. Coldren	Bellaire	Teacher
	J. W. Hawley	East Jordan	Farmer
Arenac	Morley E. Osborne	Standish	Teacher
	George H. Glasure	Au Gres	Teacher
	D. D. Pattie	Twining	Teacher
Baraga	M. J. McKanna	Baraga	Teacher
	Kate Curry	L'Anse	Teacher
	Helen O'Connor	L'Anse	Teacher
Barry	J. C. Ketcham	Hastings	Teacher
	Burton A. Perry	Hastings	Teacher
	Don D. Putnam	Prairieville	
Bay	J. B. Laing	Bay City	Teacher
	James Cotter	Auburn	Teacher
	Otto J. Manary	W. Bay City	Teacher
Benzie	W. E. Daines	Bensonia	
	Lizzie Tillie	Honor	Teacher
	Lillian Jaquith	Bensonia	Teacher
Berrien	C. D. Jennings	St. Joseph	Teacher
	E. C. Harner	Benton Harbor	Real Estate
Branch	James Swain	Coldwater	Teacher
	F. E. Knapp	Quincy	Teacher
	E. A. Hurley	Coldwater	Teacher
Calhoun	Frank D. Miller	Burlington	Teacher
	E. L. McPherson	Battle Creek	Teacher
	Allison J. Flint	Homer	Farmer
Cass	W. H. C. Hale	Cassopolis	Teacher
	C. N. Brady	Edwardsburg	Teacher
Charlevoix	J. H. Milford	South Arm	Teacher
	J. M. Tice	East Jordan	Teacher
	R. P. Vansaw	Walloon Lake	Teacher
Cheboygan	E. W. Baker	Cheboygan	
	Katherine Eck	Wolverine	Teacher
	T. D. Meggison	Mackinaw	
Chippewa	T. R. Easterday	Sault Ste. Marie	Preacher
	T. B. Aldrich	Bay Mills	Teacher
	D. W. McLean	Detour	Teacher
Clare	E. G. Welch	Clare	Editor
	John F. Brown	Temple	Teacher
	Dalzell Gibson	Crooked Lake	Teacher
Clinton	T. H. Townsend	St. Johns	
	B. A. Burnes	Fowler	Teacher
	E. J. Leddick	Fowler	Teacher
Crawford	J. E. Bradley	Grayling	Teacher
	Flora Marvin	Grayling	
	Julia Ingalls	Frederic	Teacher
Delta	P. R. Legg	Gladstone	Teacher
	Chas. U. Woolpert	Perkins	Teacher
	F. D. Davis	Escanaba	Teacher
Dickinson	E. L. Parmenter	Iron Mountain	Teacher
	E. P. Frost	Norway	Teacher
	L. E. Amidon	Iron Mountain	Teacher

TABLE XXIV.—CONTINUED.

County.	Name.	Address.	Occupation.
Eaton	J. L. Wagner	Charlotte	Teacher
	A. N. Bateman	Dimondale	Teacher
	M. R. Parmelee	Charlotte	Teacher
	R. M. Winston	Petoskey	
Emmet			
Genesee	F. J. Johnson	Flint	
	Ed. Branch	Otisville	Teacher
	H. E. Potter	Grand Blanc	
Gladwin	F. E. Armstrong	Gladwin	Teacher
	Kate Borden	Gladwin	Teacher
	Mae Shell	Gladwin	Teacher
Gogebic	L. L. Wright	Ironwood	Teacher
	Mary Vumastek	Wakefield	Teacher
	L. W. Brice	Wakefield	Teacher
Grand Traverse	Geo. Crispe	Traverse City	Teacher
	E. O. Ladd	Old Mission	Farmer
Gratiot	C. F. Pike	Ithaca	Teacher
	W. E. Swope	Breckenridge	Teacher
Hillsdale	C. P. Hulce	Hillsdale	Teacher
	D. L. Clark	Frontier	Teacher
Houghton	Wm. Bath	Houghton	Clerk
	Fred A. Jeffers	Atlantic Mine	Teacher
Huron	David Kaercher	Sebewaing	Teacher
	Geo. F. Manning	Elkton	Teacher
Ingham	A. G. Wilson	Mason	Farmer
	F. E. Searl	Stockbridge	Teacher
Ionia	M. F. Scott	Ionia	
	F. C. Janes	Lyons	Teacher
	Harvey H. Lowrey	Pewamo	
Iosco	J. A. Campbell	Whittemore	Teacher
Iron	John F. Mason	Amasa	Teacher
	Daniel Riordan	Crystal Falls	Teacher
Isabella	H. A. Graham	Mt. Pleasant	Teacher
	B. F. Duffy	Blanchard	Teacher
Jackson	Thos. M. Sattler	Jackson	Teacher
	Geo. R. Cain	Hanover	Teacher
Kalamazoo	J. W. Hazard	Kalamazoo	Teacher
	M. W. Longman	Galesburg	Teacher
	C. H. McLain	Schoolcraft	Teacher
Kalkaska	Irene L. Getty	Kalkaska	Teacher
Kent	A. R. Zimmer	Grand Rapids	Teacher
	C. M. Ferner	Grandville	Teacher
Keweenaw	P. O. Decker	Mohawk	Teacher
	Clarence Chrysler	Copper Falls	Teacher
Lake	Edwin G. Johnson	Luther	Insurance
	Eugene Robertson	Bristol	Teacher
Lapeer	W. F. Laughlin	Lapeer	Teacher
	R. V. Langdon	Clifford	Teacher

TABLE XXIV.—CONTINUED.

County.	Name.	Address.	Occupation.
Leelanau	J. O. Duncan	Sutton's Bay	
	E. F. Carr	Empire	Teacher
Lenawee	M. W. Hensel	Blissfield	Teacher
	M. B. Collins	Addison	Teacher
Livingston	N. Knooihuizen	Fowlerville	Teacher
Luce	H. G. Warne	Newberry	Teacher
	Mrs. A. Weston	Newberry	
Mackinac	D. H. Stringham	St. Ignace	Bookkeeper
	J. J. Thompson	St. Ignace	Landlord
Macomb	O. D. Thompson	Mt. Clemens	Teacher
	E. E. Crook	New Baltimore	Teacher
Manistee	H. J. Leighton	Bear Lake	Teacher
	George Crook	Bear Lake	Preacher
Marquette	A. E. Sterne	Ishpeming	Teacher
Mason	C. A. Rinehart	Scottville	Editor
	Pauline Smith	Ludington	Teacher
Mecosta	Edward Keeler	Big Rapids	Teacher
	P. N. Sawyer	Big Rapids	Insurance
Menominee	Jesse Hubbard	Menominee	Teacher
	W. B. Weenink	Powers	Teacher
Midland	Jas. H. Mustard	Midland	
	W. H. Buck	Coleman	Teacher
Missaukee	Ezra Hall	Lake City	
	W. L. Coffey	Lake City	Teacher
Monroe	A. C. Marvin	Monroe	Teacher
	Frank Partlem	Newport	Teacher
Montcalm	E. D. Straight	Stanton	Teacher
	A. M. Colegrove	Coral	Teacher
Montmorency	S. H. Knisely	Hillman	Bank Cashier
	Etta Brennan	Lewiston	Teacher
Muskegon	J. O. Reed	Whitehall	Teacher
	R. W. Brock	Muskegon	Teacher
Newaygo	Isabella M. Becker	Fremont	
	Carrie Carter	Newaygo	Teacher
Oakland	H. S. Elliott	Oxford	Teacher
	A. L. Craft	Rochester	Teacher
Oceana	E. W. Fleming	Hart	Editor
	A. G. Sundell	New Era	Teacher
Ogemaw	Ben Bennett	West Branch	Teacher
	E. H. Woghter	West Branch	Merchant
Ontonagon	Ella Chamberlain	Ontonagon	
	A. C. Adair	Rockland	Landlord

TABLE XXIV.—Concluded.

County.	Name.	Address.	Occupation.
Osceola	Geo. F. Roxburgh	Reed City	Teacher
Oscoda	Sim J. Lewis	Fairview	Teacher
	Ben J. Watters	Mio	Teacher
Otsego	R. D. Bailey	Gaylord	Teacher
	Frank J. Shipp	Gaylord	Bookkeeper
Ottawa	C. E. Kelley	Coopersville	Teacher
	Leonard Rews	Borculo	Teacher
Presque Isle	Edward Erskine	Rogers City	Physician
	Theo. Hardies	Rogers City	Merchant
Roscommon	E. G. Payne	Roscommon	Druggist
	Verna Gibbons	Roscommon	Housekeeper
Saginaw	John C. Nafe	Saginaw	Teacher
	J. Mace Andress	Chesaning	Teacher
St. Clair	E. T. Blackney	Port Huron	Teacher
	W. J. Tripp	St. Clair	Teacher
St. Joseph	L. E. Miller	Centreville	Teacher
	J. W. McLauchlin	Sturgis	Teacher
Sanilac	Chas. G. Putney	Sanilac Center	Teacher
	J. H. Hands	Sanilac Center	Teacher
Schoolcraft	Beulah Bowen	Manistique	Teacher
Shiawassee	H. E. Slocum	Corunna	Teacher
	T. A. Mears	Lennon	Teacher
Tuscola	H. P. Bush	Caro	Teacher
	C. L. Coffen	Unionville	Teacher
Van Buren	E. A. Aseltine	Paw Paw	Teacher
	Alford Robinson	Keeler	Teacher
Washtenaw	C. E. Foster	Ann Arbor	Teacher
	Josephine Hoppe	Chelsea	Teacher
Wayne	E. W. Yost	Detroit	Teacher
	W. Lightbody	Detroit	Teacher
Wexford	W. H. Faunce	Cadillac	Teacher
	Mason L. Fish	Yuma	Teacher

TABLE XXV.

General statistics of educational institutions compiled from reports of officers for the academic year 1903–1904.

Name of institution.	Location.	Name of president, superintendent or principal.	Date of organization.	Number of instructors.	Number of students or inmates during the year.	Number of students from Michigan.	Number of graduates at last commencement.	Whole number of graduates since founded.	Number of volumes in library.	Number of volumes added to library during year.
ESTABLISHED BY ACTS OF LEGISLATURE.										
Educational:										
Central Michigan Normal School	Mt. Pleasant	Charles T. Grawn	1896	35	775	770	100	600	8,000	2,000
Michigan Agricultural College	Lansing	J. L. Snyder	1857	71	917	853	61	1,038	24,942	939
Michigan College of Mines	Houghton	F. W. McNair	1885	21	238	156	41	285	19,034	974
Michigan State Normal College	Ypsilanti	Lewis H. Jones	1852	57	1,770	1,677	340	5,005	27,000	2,000
Northern State Normal School	Marquette	Dwight B. Waldo	1899	16	284	281	48	172	12,000	6,000
University of Michigan	Ann Arbor	James B. Angell	1837	283	3,957	2,235	866	20,180	178,040	6,787
Totals				483	7,941	5,972	1,456	27,280	269,016	18,700
Charitable:										
Industrial Home for Girls	Adrian	Lucy M. Sickels	1879	35	541	541	.....	.....	1,853	.....
Industrial School for Boys	Lansing	J. E. St. John	1857	13	1,006	1,006	.....	.....	2,000	150
School for the Blind	Lansing	Clarence E. Holmes	1880	16	121	121	6	.....	3,807	100
School for the Deaf	Flint	F. D. Clarke	1854	48	397	397	17	1,473	4,418	209
State Public School	Coldwater	J. B. Montgomery	1874	‡45	†417	.....	.....	.....	1,600	.....
Totals				157	2,482	2,065	23	1,473	13,678	459
INCORPORATED UNDER ACT 39, LAWS OF 1855.										
Denominational:										
Adrian College	Adrian	B. W. Anthony	1859	10	78	41	14	522	5,000	.....
Albion College	Albion	Samuel Dickie	1861	25	462	432	40	900	16,000	500
Alma College	Alma	August F. Bruske	1887	22	269	260	12	91	18,805	393
Detroit College	Detroit	L. Kellinger	1881	12	219	216	14	206	12,140	60

Emmanuel Missionary College	Berrien Springs	N. W. Kauble	1899	16	400	75	.....	.....	.....	.....
Hillsdale College	Hillsdale	Joseph W. Mauck	1855	20	309	231	22	1,041	12,453	978
Hope College	Holland	Gerrit J. Kollen	1866	14	215	.....	12	332	12,000	250
Kalamazoo College	Kalamazoo	A. Gaylord Slocum	1855	13	250	204	17	344	7,596	282
Olivet College	Olivet	Ellsworth G. Lancaster	1859	25	287	262	26	600	29,500	692
Totals				157	2,489	1,721	157	4,036	113,494	3,155
Academies and Seminaries:										
Academy of the Ladies of the Loretto	Sault Ste. Marie	M. M. Eucharia	1898	7	104	94	5	11	975	25
Academy of the Sacred Heart	Detroit	Mme. Marie Louise Gerardin	1850	14	75	75	.....	.....	2,399	289
Academy of the Sacred Heart	Grosse Pointe Farms	Madame Anna Hutton	1885	17	60	45	1	59	1,900	100
Akeley Hall	Grand Haven	Susan Hill Yerkes	1889	17	35	26	.....	63	5,000	10
Benzonia Academy	Benzonia	Charles W. Dunn	1900	5	55	53	2	14	6,000	100
Detroit Home and Day School	Detroit	Miss Ella M. Liggett	1882	30	336	328	21	319	2,200	150
Detroit Seminary	Detroit	Laura C. Browning	1859	15	115	100	7	300	1,800	20
Detroit University School	Detroit	Russell A. Alger	1901	27	334	315	33	115	2,292	393
*Holy Rosary Academy	Essexville	.....	.....	.....	.....	.....	.....	.....	.....	.....
Michigan Female Seminary	Kalamazoo	John Gray	1855	12	93	77	20	.....	2,500	50
Michigan Military Academy	Orchard Lake	Harris A. Wheeler	1877	12	105	28	25	405	5,000	50
Nazareth Academy	Nazareth	Sister M. Agatha Ganley	1897	12	79	64	2	4	5,500	120
Raisin Valley Seminary	Adrian	Jonathan H. Green	1855	4	53	49	5	181	435	.....
St. Mary's Academy	Monroe	Mother M. Mechtildis	1890	28	310	250	17	130	8,942	280
St. Mary's School	Sault Ste. Marie	Alex. A. Gagnieur	1898	8	380	380	.....	.....	500	.....
Seminary of the Felician Sisters	Detroit	Cajetane Jankiewicz	1882	6	55	8	.....	121	1,775	95
Spring Arbor Seminary	Spring Arbor	David S. Warner	1873	7	156	117	7	172	600	25
Theological School Christian Reformed Church	Grand Rapids	Rev. J. Kuiper	1878	8	113	85	10	110	1,700	100
Ursuline Academy	St. Ignace	Mother M. Angela	1899	9	135	135	1	4	800	50
Totals				238	2,593	2,229	156	2,008	50,318	1,857
Professional Schools:										
Detroit College of Law	Detroit	P. T. Van Zile	1903	22	140	110	45	434	13,717	678
Detroit College of Medicine	Detroit	Sidney D. Miller	1885	.....	.....	.....	.....	.....	.....	.....
Department of Dental Surgery	.....	.....	.....	30	55	37	11	278	.....	.....
Medicine	.....	.....	.....	71	260	180	72	1,635	.....	.....
Pharmacy	.....	.....	.....	10	28	19	10	143	.....	.....

* Burned during year. Being rebuilt in Bay City.
†417 in the school, 1,058 in private homes.
‡Including employes and officers.

TABLE XXV.—CONCLUDED.

Name of institution.	Location.	Name of president, superintendent or principal.	Date of organization.	Number of instructors.	Number of students or inmates during the year.	Number of students from Michigan.	Number of graduates at last commencement.	Whole number of graduates since founded.	Number of volumes in library.	Number of volumes added to library during year.
Detroit Homeopathic College	Detroit	D. A. MacLachlan	1872	31	49	24	8	37	57	.....
Grand Rapids Medical College	Grand Rapids	.....	.....	.....	.....	.....	.....	.....	.....	.....
Michigan College of Medicine and Surgery	Detroit	Hal C. Wyman	1888	36	100	53	26	350	.....	.....
*Saginaw Valley Medical College	Saginaw	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sprague Correspondence School of Law	Detroit	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals				200	632	423	172	2,877	13,774	678
Schools with Normal and Business Course:										
†Armstrong Business School	Hilladale	.....	.....	.....	.....	.....	.....	.....	.....	.....
‡Bay City Business College	Bay City	.....	.....	.....	.....	.....	.....	.....	.....	.....
Benton Harbor College	Benton Harbor	G. J. Edgcumbe	1892	18	315	278	28	308	1,006	65
Cedar Lake Industrial Academy	Cedar Lake	S. M. Butler	1902	4	48	48	.....	.....	200	12
Cleary's Business College	Ypsilanti	P. R. Cleary	1891	11	419	406	89	930	540	15
Fenton Normal School and Commercial College	Fenton	S. F. Browne	1898	5	226	220	18	96	1,214	245
Ferris Institute	Big Rapids	Woodbridge N. Ferris	1884	17	1,827	1,750	80	571	1,100	100
Grand Rapids Business University	Grand Rapids	A. S. Parish	1897	6	225	220	.....	.....	.....	.....
International Business College	Saginaw	E. I. Fish	1896	6	179	179	9	47	.....	.....
Jackson Business University	Jackson	C. P. Thompson	1901	5	224	221	46	82	.....	.....
‡Lansing Business University	Lansing	H. J. Beck	.....	.....	.....	.....	.....	.....	.....	.....
Ludington Business College	Ludington	W. H. Martindill	1898	2	72	71	31	.....	95	.....
Michigan Business and Normal College Company	Battle Creek	C. J. Argubright	1882	3	265	250	150	.....	.....	.....
Three Rivers Business Academy and Normal School	Three Rivers	Charles H. Sage	1899	4	79	79	.....	.....	280	20
Totals				81	3,879	3,722	451	2,054	4,435	457

*Consolidated with the Michigan College of Medicine and Surgery of Detroit, June, 1903.
†Now a private institution.
‡No longer incorporated.

TABLE XXVI.

Financial statistics of educational institutions compiled from reports of officers for the academic year 1903–1904.

Name of institution.	Annual cost of tuition per student.	Average cost of board per week.	Total average annual cost to each student.	Total average annual cost of each student to the state.	Estimated value of grounds, buildings, library, apparatus, etc.	Amount of productive funds.	Income from productive funds.	Amount of legislative appropriation for 1903.	Receipts from tuition fees during the year.	Receipts from all other sources.	Current expenses for the year.	Expenses for permanent improvement.	Liabilities.
ESTABLISHED BY ACTS OF LEGISLATURE.													
Educational:													
Central Michigan Normal School..	$12 00	$3 00	$200 00	$100 00	$200,000 00	.....	.....	$111,120 00	$2,800 00	$200 00	$58,560 00	$11,000 00	.....
Michigan Agricultural College.....	* 15 00	2 27	200 00	.....	692,366 47	$956,179 58	$67,312 37	100,000 00	660 00	179,184 83	177,754 61	24,610 48	.....
Michigan College of Mines.....	* 25 00 * 150 00	4 75	* 450 00 * 600 00	228 78	352,080 38	.....	.....	54,450 00	12,640 00	18,890 20	85,980 20	31,000 00	.....
Michigan State Normal College...	9 00	2 25	175 00	62 60	444,637 59	.....	4,166 07	110,805 00	8,760 00	1,233 00	116,975 69	6,604 24	.....
Northern State Normal School....	9 00	3 75	175 00	138 50	112,916 30	.....	.....	37,985 00	1,347 50	3,000 00	39,332 50	5,000 00	.....
University of Michigan.....	55 00	5 00	275 00 to 450 00	102 00	2,908,339 00	545,946 00	38,500 00	403,525 00	207,702 57	219,391 46	631,937 66	133,359 95	$15,689 37
Charitable:													
Industrial Home for Girls.....	.....	75	.....	118 50	243,623 62	.....	.....	64,000 00	.....	4,345 06	68,459 11	12,893 18	.....
Industrial School for Boys.....	.....	.....	.....	113 00	310,000 00	.....	.....	76,250 00	.....	8,082 11	78,611 70	9,000 00	.....
School for the Blind.....	.....	.....	.....	185 20	176,427 20	.....	.....	32,000 00	.....	2,280 78	32,234 29	16,400 00	.....
School for the Deaf.....	57 70	1 16	.....	213 34	526,209 27	.....	.....	109,981 11	.....	8,895 83	93,367 88	13,976 66	.....
State Public School.....	.....	63	.....	32 64	275,000 00	.....	.....	35,000 00	.....	2,098 05	37,064 53	5,000 00	.....
INCORPORATED UNDER ACT 39, LAWS OF 1855.													
Denominational:													
Adrian College.....	.....	2 50	185 00	.....	150,000 00	26,500 00	1,590 00	.....	389 00	13,033 11	13,413 13	.....	.....
Albion College.....	30 00	3 50	160 00	.....	250,000 00	255,000 00	13,500 00	.....	17,087 00	10,000 00	38,000 00	.....	.....
Alma College.....	32 00	2 50	175 00	.....	176,004 32	254,796 23	14,349 04	.....	5,207 58	7,920 66	24,254 50	399 39	22,047 92
Detroit College.....	60 00	†	.....	.....	170,000 00	.....	.....	.....	7,980 50	.....	15,347 15	.....	45,240 14
Emmanuel Missionary College....	30 00	2 50	140 00	.....	40,000 00	.....	.....	.....	.....	.....	.....	6,000 00	.....
Hillsdale College.....	23 50	2 10	125 00 to 200 00	.....	118,037 10	232,863 23	10,230 92	.....	1,766 86	1,189 24	16,223 96	1,551 55	15,074 98
Hope College.....	18 00	2 85	185 00	.....	150,000 00	257,353 70	14,575 00	.....	2,200 00	10,519 38	23,456 27	.....	1,665 05
Kalamazoo College.....	30 00	2 50	200 00	.....	130,000 00	387,354 47	16,877 01	.....	5,964 00	2,147 32	24,959 84	.....	2,108 46
Olivet College.....	45 00	2 50	225 00	.....	250,000 00	125,000 00	7,000 00	.....	12,000 00	20,000 00	39,000 00	6,325 68	.....

*To non-residents. †No boarders.

TABLE XXVI.—Concluded.

Name of institution.	Annual cost of tuition per student.	Average cost of board per week.	Total average annual cost to each student.	Total average annual cost of each student to the state.	Estimated value of grounds, buildings, library, apparatus, etc.	Amount of productive funds.	Income from productive funds.	Amount of legislative appropriation for 1903.	Receipts from tuition fees during the year.	Receipts from all other sources.	Current expenses for the year.	Expenses for permanent improvement.	Liabilities.
Academies and Seminaries:													
Academy of the Ladies of the Loretto	$20 00	$3 50	$130 00	.....	.....	.....	.....	.....	$3,000 00	$1,000 00	$4,000 00	$200 00	$11,500 00
Academy of the Sacred Heart	40 00 60 00	†	.....	.....	.....	.....	.....	.....	3,223 00	.....	3,223 00	1,200 00	.....
Academy of the Sacred Heart	.....	.....	350 00	.....	.....	.....	.....	.....	.....	.....	.....	3,500 00	.....
Akeley Hall	.....	.....	500 00	.....	$50,000 00	$3,000 00	$180 00	.....	180 00	.....	.....	500 00	10,500 00
Benzonia Academy	25 00	2 00	125 00	.....	12,000 00	.....	.....	.....	800 00	2,150 00	2,450 00	.....	1,500 00
Detroit Home and Day School	70 00 200 00	5 00	700 00	.....	80,000 00	.....	.....	.....	40,128 00	41,296 00	78,969 00	3,803 00	.....
Detroit Seminary	60 00 125 00	12 00	.....	.....	.....	.....	.....	.....	14,375 00	.....	.....	200 00	.....
Detroit University School	.....	.....	‡600 00	.....	36,865 00	.....	.....	.....	65,022 00	4,815 00	60,906 86	3,335 80	11,308 58
Holy Rosary Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Michigan Female Seminary	50 00	6 00	250 00	.....	75,000 00	.....	.....	.....	5,000 00	17,000 00	20,000 00	2,500 00	17,000 00
Michigan Military Academy	‡500 00	.....	500 00	.....	300,000 00	.....	.....	.....	52,500 00	.....	.....	.....	.....
Nazareth Academy	120 00	.....	120 00	.....	110,000 00	.....	.....	.....	.....	.....	.....	.....	35,000 00
Raisin Valley Seminary	20 00	2 25	155 00	.....	6,000 00	12,850 00	839 00	.....	800 00	.....	1,716 00	.....	800 00
St. Mary's Academy	40 00	.....	150 00	.....	99,375 00	.....	.....	.....	‡34,041 99	3,587 38	34,271 85	.....	.....
St. Mary's School	5 00	.....	.....	.....	11,000 00	.....	.....	.....	326 45	1,425 51	1,751 96	.....	.....
Seminary of the Felician Sisters	80 00	.....	100 00	.....	80,000 00	.....	.....	.....	1,100 00	1,900 00	3,000 00	200 00	2,000 00
Spring Arbor Seminary	3 00 to 8 00	2 00	100 00	.....	10,000 00	5,000 00	250 00	.....	2,000 00	.....	2,000 00	300 00	.....
Theological School, Christian Reformed Church	26 00	3 50	250 00	.....	40,000 00	.....	.....	.....	2,613 00	8,812 91	11,440 03	440 00	210 00
Ursuline Academy	5 00	2 50	120 00	.....	12,000 00	.....	.....	.....	1,000 00	2,500 00	2,500 00	2,000 00	1,000 00
Professional Schools:													
Detroit College of Law	75 00	†	.....	.....	32,000 00	.....	.....	.....	9,027 45	1,323 35	10,114 20	.....	.....
Detroit College of Medicine	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40,000 00
Department of Dental Surgery	60 00	.....	86 25	.....	30,000 00	.....	.....	.....	4,855 00	2,239 66	8,851 49	.....	.....
Medicine	65 00	.....	115 00	.....	150,000 00	.....	.....	.....	27,747 00	2,500 00	14,842 01	.....	.....
Pharmacy	40 00	.....	75 00	.....	.....	.....	.....	.....	1,889 00	.....	1,428 23	.....	.....
Detroit Homeopathic College	85 00	4 00	213 00	.....	50,000 00	.....	.....	.....	3,279 40	250 00	3,978 41	400 00	12,000 00
Grand Rapids Medical College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Michigan College of Medicine and Surgery	87 50	3 00	185 50	.....	50,000 00	8,000 00	240 00	.....	9,275 00	.....	4,775 00	4,500 00	.....

‖Saginaw Valley Medical College													
Sprague Correspondence School of Law							•						
Schools with Normal and Business Course:													
Armstrong Business School													
§Bay City Business College													
Benton Harbor College	32 00	3 50	162 00		65,000 00				7,500 00		3,600 00	400 00	700 00
Cedar Lake Industrial Academy	25 00	1 25	120 00		10,000 00				1,240 67	2,750 35	2,396 58	712 07	1,361 55
Cleary's Business College		2 25			33,985 00				9,107 55	2,100 00	9,459 78		10,000 00
Fenton Normal School and Commercial College	{ 40 00 / 75 00 }	2 25			9,800 00				6,850 00		3,500 00	250 00	800 00
Ferris Institute	37 80	2 25	169 80		50,000 00				34,925 03	3,274 98	34,100 00	2,473 08	
Grand Rapids Business University	90 00	4 00	105 00						5,531 32	453 84	5,500 74	283 93	
International Business College	75 00	3 50	275 00						4,328 00	602 33	5,140 00		
Jackson Business University	80 00	2 75	340 00		4,500 00				3,348 75	1,085 43	3,287 56	50 00	
§Lansing Business University													
Ludington Business College	40 00	2 75	150 00		3,000 00				1,167 70		400 00	250 00	
Mich. Business and Normal College Company	75 00	3 00	225 00						5,155 80	564 40	4,000 00	450 00	600 00
Three Rivers Business Academy and Normal School	{ 24 00 / 40 00 }	3 25	124 00		10,000 00				1,000 00	750 00	1,750 00	100 00	3,000 00

*To non-residents.
†No boarders.
‡Board and tuition.
§No longer incorporated.
‖Consolidated with Michigan College of Medicine and Surgery of Detroit, June, 1903.

TABLE XXVII.

Special statistics compiled from commissioners' reports.

Counties.	Parochial schools.							
	Number of schools.	Number of children enrolled.	Ages of same.	Branches taught.	Character of institution.	Number of instructors.	Regularity of attendance.	Length of time of school.
Allegan	3	150	6 to 14	Religious doctrine, bible readings, English grammar and spelling, German grammar and spelling, arithmetic, penmanship, U. S. history, physics, civil govt., reading from world's history	Medium	6	Irregular	8 mos
Arenac	3	25	6 to 15	Common branches and catechism	Poor	1		5 mos.
Bay	14	2,000	5 to 14	Bible history, catechism, German, Polish, English		30		
Berrien	5	300	under 14	Mostly German	Catholic	5	Poor	4 mos.
Branch	1	150	8 to 18	Music, drawing, sewing, and German	Catholic	3	Fair	9 mos.
Calhoun	3	*325	5 to 15	Common school branches	Good	12	Excellent	9 mos.
Cass	1	15	5 to 18	Common school branches and Adventist religion		1	Good	9 mos.
Cheboygan	5	375	7 to 20	English, music, drawing, sectarian forms and doctrines		12		8 to 10 mos.
Chippewa	1	325	6 to 15	Common school branches	Fair	7	Fair	10 mos.
Clinton	2	275	5 to 17	English grammar, U. S. history, civil government, reading, writing, arithmetic, geography, spelling, physics, catechism, German	Good	5	Very good	10 mos.
Delta	2	.....	5 to 18	To eighth and eleventh grades, and algebra, botany, general history, and physics				
Dickinson	1	260	6 to 14	Reading, writing, spelling, arithmetic, geography, language, grammar, composition, catechism, Bible history, music, instrumental and vocal				
Emmet	3	255	.....	First eight grades		13		10 mos.
Genesee	1	*150	5 to 14	Nearly same as first eight grades in public schools	Catholic	4	Good	9 to 10 mos.
Gogebic	1	500	5 to 18	Same as public schools	Good	12	Good	10 mos.
Grand Traverse	1	*220	6 to 19	Common and high school branches	Secular and religious	5	Excellent	9 mos.
Gratiot	1	12	.....	Common branches and Bible	Religious	1	Good	8 mos.
Hillsdale	2	*25	6 to 14	Common branches and review	Lutheran creed and catechism.			
Huron	10	*750	6 to 14	Common English branches, church history, doctrine, etc., German and Polish languages	Fair	*15	Poor	*10 mos.
Ionia	3	.....	.....	.....	.....	.....	.....	.....
Iosco	2	*125	5 to 15	Reading, writing, arithmetic, geography, music, German language	Church instruction good	2		9 mos.
Isabella	2	350	5 to 16	First eight grades and all that is required for first grade certificate	Good	7	Good	9½ mos.
Jackson	2	*800	5 to 18	Same as city schools	Good	23	Good	10 mos.
Kalamazoo	2	460	5 to 20	All brances taught in graded schools including music, drawing, and manual training	Good	18	Good	9 mos

Kent	2	*150	5 to 12	Common branches	Religious and academic	4	Good	10 mos.
Leelanau	2	*225	.....	English commercial	In Polish language	5	.....	.....
Lenawee	8	*500	5 to 16	All subjects in public schools	Fair	*11	Good	5 to 9 mos.
Mackinac	1	60	5 to 18	High school course and special course in music, bookkeeping, typewriting and shorthand	Roman Catholic	6	Good	9 mos
Macomb	6	*365	5 to 14	Reading, writing, geography, grammar, U. S. history, German, and church history	Fair	.....	Good	5 to 10 mos.
Manistee	8	*1,550	5 to 16	Common branches and religious	Poor	26	Fair	9 to 11 mos.
Marquette	3	*1,000	5 to 20	Common and high school	Good	20	Good	10 mos.
Mason	3	120	.....	Common branches and religious work	Good	5	Good	10 mos.
Monroe	12	*650	*8 to 15	Church subjects, reading, writing, spelling, arithmetic, language, geography, history	Good	*27	Good	5 to 10 mos
Montcalm	4	47	6 to 17	Regular eighth grade	Fair	4	.....	.....
Montmorency	1	40	5 to 14	Reading, spelling, arithmetic, history, grammar, catechism	Religious	1	Good	10 mos
Muskegon	3	*400	5 to 16	All the eighth grade work	.....	10	Good	9½ mos.
Oakland	1	250	7 to 21	Full English course	Religious	10	Excellent	10 mos.
Oceana	1	35	5 to 11	English and German common branches	.....	1	Good	.....
Oscoda	1	66	5 to 14	Same as first seven years of public schools and German and Bible study	German Lutheran	1	Fair	10 mos.
Otsego	1	100	5 to 12	Catechism, reading, writing, arithmetic, elementary geography	Poor	1	Poor	.....
Ottawa	*6	.....	.....	.....	Fair	*12	.....	.....
Presque Isle	1	150	6 to 14	Reading, spelling, writing, physics, grammar, arithmetic, history	Catholic	4	Good	7 mos.
Saginaw	*20	.....	.....	.....	.....	.....	.....	.....
St. Clair	8	.....	.....	Common branches	Fair	3	Fair	.....
Sanilac	6	.....	.....	.....	Lutheran	.....	.....	.....
Schoolcraft	1	*200	5 to 20	Regular work in first eight grades	Secular and religious	4	Good	*7 mos.
Shiawassee	1	*75	*7 to 16	Regular subjects and religious instruction	Catholic	3	Good	10 mos.
Tuscola	*10	*400	5 to 14	.....	.....	.....	.....	.....
Van Buren	1	16	*10 to 16	Arithmetic, grammar, reading, writing, spelling, German Bible history, catechism	Religious	2	.....	6 or 7 mos.
Washtenaw	12	310	*9 to 16	German and all elementary branches	Religious	28	.....	.....
Wexford	1	*20	.....	.....	Adventist	.....	.....	.....

* Estimated.

TABLE XXVII.—CONTINUED.

Special statistics compiled from commissioners' reports.

Counties.	Commercial schools.						
	Number of schools.	Number of students.	Branches taught.	Character of instruction.	Number of instructors.	Length of time of school.	Name and location of each school.
Bay	1	282	Commercial and shorthand		5	11 mos.	Bay City Business College.
Branch	1	30	Bookkeeping, shorthand and typewriting	Fair	1	4 mos.	Coldwater.
Chippewa	1	75	Music, elocution, banking and regular commercial subjects	Individual work	3	12 mos.	Reed's College of Business and Liberal Arts, 539-41 Ashmund Street, Sault Ste. Marie.
Emmet	1	75			1	12 mos.	Petoskey Business College.
Genesee	1	*15	All commercial branches		1	12 mos.	Bliss Business College, Flint.
Grand Traverse	1	65	All commercial branches	Good	2	10 mos.	Traverse City Business College.
Gratiot	1	125	Music, elocution, commercial	Very good	4	9 mos.	Yerrington College, St. Louis.
Jackson	1	*125	Commercial, shorthand, typewriting		3	12 mos.	Devlin's Business College, Jackson.
Kalamazoo	2	250	All commercial branches	Good	8	12 mos.	Parson's Business College, Kalamazoo, and Business Institute (Correspondence School) Kalamazoo.
Lenawee	1	*160	Business course with stenography and typewriting	Good	*6	12 mos.	Brown's Business University, Adrian.
Macomb	1						Mt. Clemens..
Manistee	1	150	Commercial branches and bookkeeping	Good	3	11 mos.	Manistee Business College, Manistee.
Muskegon	2	*100	Regular commercial course		7	12 mos.	Bison's College and Morehouse Institute, Muskegon.
Oakland	1	75	Commercial		3	12 mos.	Pontiac Business College.
Saginaw	2						
St. Clair	2						
Shiawassee	1	100	Regular commercial studies	Good	3	10 mos.	Owosso Business College.
Van Buren	1	*15	Regular commercial course		1	12 mos.	Thornton's Business College, Paw Paw.
Washtenaw	1	*85	Shorthand and typewriting		1	12 mos.	Stenographic Institute, Ann Arbor.

*Estimated.

TABLE XXVII.—Concluded.

Special statistics compiled from commissioners' reports.

Counties.	Private schools.						
	Number of schools.	Number of students.	Branches taught.	Character of instruction.	Number of instructors.	Length of time of school.	Name and location of each school.
Bay	1	20	Ninth and tenth grade work		1	7 mos	Auburn high school.
Benzie	1	*30	Common branches		1	4 mos	Omega.
Emmet	1	150	High school and commercial		2	12 mos	Petoskey Normal and Business College.
Jackson	1		Mechanical drawing, penmanship, bookkeeping, arithmetic, public correspondence, and music	Good	5	Twice a week for 3 mos	Y. M. C. A., Jackson.
Lenawee	1	*200	Same as public schools	Good		36 weeks	St. Joseph's Academy, Adrian.
St. Clair	1						
Shiawassee	1	30	Commercial, college, and high school	Fair	2	39 weeks	Oakside, Owosso.

*Estimated.

TABLE XXVIII.

Special report of day schools for the deaf.

Location.	No. of teachers employed.	No. of pupils enrolled.	Total days attendance.	Average number belonging.	Actual cost of school.
Totals	18	132	19,599.5	108.44144	$14,407 06
Bay City	1	8	1,378.5	7.65833	$904 35
Calumet	1	10	1,643.5	9.13055	1,209 00
Detroit	7	46	7,108.	39.45888	5,787 98
Grand Rapids	3	23	3,731.	20.2833	2,500 00
Ironwood	1	7	1,211.	6.7277	764 56
Jackson	1	9	1,088.5	6.04722	750 07
Kalamazoo	1	9	512.	2.8444	451 10
Menominee	1	5	732.	4.06666	665 00
Muskegon	1	8	1,309.	7.2722	750 00
Saginaw, E. S.	1	7	886.	4.9222	725 00

TABLE XXIX.

Special report of the county normal training classes for the school year 1903-4.

Counties.	No. of teachers.	Amount paid teachers.	Number of graduates.	Average age of graduates.	Average No. hours of practice teaching by each graduate.
Totals	24	$10,667 50	88	19.	.....
Antrim	3	$1,000 00	13	20.4	19.4
Arenac	4	1,950 00	11	18.4	96
Charlevoix	4	2,455 00	9	18.8	82
Clinton	4	762 50	11	18.9	33.6
Gratiot	4	1,100 00	9	19.3	20
Kalkaska	2	1,650 00	10	17.8	40
Oakland	1	750 00	10	19.2	20
Wexford	2	1,000 00	15	19.6	60

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Special statistics compiled from commissioners' reports.

Counties.	Commercial schools.						
	Number of schools	Number of students.	Branches taught.	Character of instruction.	Number of instructors.	Length of time of school.	Name and location of each school.
Bay	1	282	Commercial and shorthand		5	11 mos.	Bay City Business College.
Branch	1	30	Bookkeeping, shorthand and typewriting	Fair	1	4 mos.	Coldwater.
Chippewa	1	75	Music, elocution, banking and regular commercial subjects	Individual work	3	12 mos.	Reed's College of Business and Liberal Arts, 539-41 Ashmund Street, Sault Ste. Marie.
Emmet	1	75			1	12 mos.	Petoskey Business College.
Genesee	1	*15	All commercial branches		1	12 mos.	Bliss Business College, Flint.
Grand Traverse	1	65	All commercial branches	Good	2	10 mos.	Traverse City Business College.
Gratiot	1	125	Music, elocution, commercial	Very good	4	9 mos.	Yerrington College, St. Louis.
Jackson	1	*125	Commercial, shorthand, typewriting		3	12 mos.	Devlin's Business College, Jackson.
Kalamazoo	2	250	All commercial branches	Good	8	12 mos.	Parson's Business College, Kalamazoo, and Business Institute (Correspondence School) Kalamazoo.
Lenawee	1	*160	Business course with stenography and typewriting	Good	*6	12 mos.	Brown's Business University, Adrian.
Macomb	1						Mt. Clemens.
Manistee	1	150	Commercial branches and bookkeeping	Good	3	11 mos.	Manistee Business College, Manistee.
Muskegon	2	*100	Regular commercial course		7	12 mos.	Bison's College and Morehouse Institute, Muskegon.
Oakland	1	75	Commercial		3	12 mos.	Pontiac Business College.
Saginaw	2						
St. Clair	2						
Shiawassee	1	100	Regular commercial studies	Good	3	10 mos.	Owosso Business College.
Van Buren	1	*15	Regular commercial course		1	12 mos.	Thornton's Business College, Paw Paw.
Washtenaw	1	*85	Shorthand and typewriting		1	12 mos.	Stenographic Institute, Ann Arbor.

*Estimated.

TABLE XXVII.—Concluded.

Special statistics compiled from commissioners' reports.

Counties.	Private schools.						
	Number of schools	Number of students.	Branches taught.	Character of instruction.	Number of instructors.	Length of time of school.	Name and location of each school.
Bay	1	20	Ninth and tenth grade work		1	7 mos	Auburn high school.
Benzie	1	*30	Common branches		1	4 mos	Omega.
Emmet	1	150	High school and commercial		2	12 mos	Petoskey Normal and Business College.
Jackson	1		Mechanical drawing, penmanship, bookkeeping, arithmetic, public correspondence, and music	Good	5	Twice a week for 3 mos	Y. M. C. A., Jackson.
Lenawee	1	*200	Same as public schools	Good		36 weeks	St. Joseph's Academy, Adrian.
St. Clair	1						
Shiawassee	1	30	Commercial, college, and high school	Fair	2	39 weeks	Oakside, Owosso.

*Estimated.

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